DOCUMENT RESUME

ED 094 852 95 PS 007 231

AUTHOR Ware, William B.; And Others
TITLE Assistance to Local Follow Through Programs. Annual Report.
INSTITUTION Florida Educational Research and Development Council, Gainesville.; Florida Univ., Gainesville. Inst. for Development of Human Resources.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 73
GRANT OEG-0-8-522394-3991(286)
NOTE 274p.; Appendix 11 may reproduce poorly due to quality of original copy

EDRS PRICE MF-$0.75 HC-$12.60 PLUS POSTAGE
DESCRIPTORS Academic Achievement; Developmental Programs; *Elementary Education; Family Environment; Family School Relationship; Home Visits; Parent Attitudes; *Parent Education; *Parent Participation; *Program Descriptions; Program Development; *Program Evaluation; Self Concept; Tables (Data); Workshops
IDENTIFIERS *Project Follow Through

ABSTRACT

Major elements of the Florida Parent Education Follow Through Program are: (1) training mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary; (2) training the teacher to use paraprofessional personnel; (3) developing materials for family use which take into account not only the school's goals for the child, but also, and equally, the family's expectations, goals, life style, and value system; and, (4) involving the Policy Advisory Committee in all phases of the program. In 11 communities, intervention contact focused on parents but also involved teachers, students, parent educators, community program coordinators, and consultants. Community personnel participated in five workshops which encouraged each community's independence, responsibility for self-evaluation, and the development of effective use of the program advisory committee (PAC). Inservice program support was supplied by liaison officers and consultants from the University of Florida. Inservice training materials were developed, and 422 home learning tasks were performed in two Alachua County, Florida, elementary schools for use in the 11 communities. Pretest and posttest data was collected using a variety of test and report measures; results appeared to indicate that basic objectives were met for this year. Data results on parents, children, teachers, parent educators, home visits, and home learning activities, are contained in the appendixes. (SDH)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 094852

Assistance to Local Follow Through Programs

OEG-0-8-522394-3991 (286)

BEST COPY AVAILABLE

ANNUAL REPORT

December, 1973

William B. Ware
Gordon E. Greenwood
Patricia P. Olmsted
W. F. Breivogel
Ira J. Gordon

PS 007231

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32611

Through the

Florida Educational Research
and Development Council

W. F. Breivogel, Executive Director

Institute for Development of Human Resources
Follow Through Project

ANNUAL REPORT

BEST COPY AVAILABLE

I. Rationale

A considerable body of research literature indicates that a major source of a student's pattern of achievement and motives for achievement, as well as his personality structure, is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and materials provided, have a direct impact on his behavior before and during the school years. In particular, three elements of the home may be categorized: demographic factors (housing, income, ethnic membership), cognitive factors, and emotional factors. The cognitive variables might be further defined as the amount of academic guidance provided, the cognitive operational level and style of the parents, the cultural activities they provide, the amount of direct instruction they engage in, their educational aspirations, their language structure, the frequency of language interaction, and the intellectuality they provide such as in books, magazines, and the like.

The parental emotional factors may be conceived of as the consistency of management and disciplinary patterns, the parents' own emotional security and self-esteem, their belief in internal versus external control of the environment, their own impulsivity, their attitudes toward school, the willingness to devote time to their children, and their patterns of work (Gordon, 1968, 1970). If these factors do contribute to child performance, then one phase of the educational program should be the education of parents to be aware of and use their talents to increase the

achievement motivation, intellectual behavior, and self-esteem of the child. The Florida Parent Education Follow Through Program, therefore, was designed to work directly in the home, so that the home situation might lead to better school and life performance. Most parents are good parents, interested and concerned about their children, with high hopes for them. All parents can continue to grow and learn ways to work with their children, which helps them in school and life. The Florida Program assumes that parents are adequate; it is designed to enhance this adequacy.

Not all of the child's behavior, obviously, is a function of the home. The school itself plays an integral role in the intellectual and personality development of the child. The nature of the curriculum, the mode of teacher behavior, the classroom ecology, all influence not only immediate behavior but also patterns of behavior for the future. Any program of compensatory education needs to work not only in the home but also in the school. The Florida Program, therefore, provides ways of changing the classroom organization, teaching patterns, and influencing the curriculum in a Follow Through classroom through (1) the use of paraprofessionals and, (2) the development, by the teaching team (teachers and paraprofessionals) of appropriate home learning activities growing out of the classroom program, and the parents' desires and needs.

The program emphasis is on (1) the development of nonprofessionals as parent educators, and as effective participants in the classroom teaching process; (2) the development of appropriate instructional tasks which can be carried from the school into the home to establish a more effective home learning environment; and, (3) the development of parents as partners in the educational program for their children. Our belief is

that the most effective program for children creates a partnership between home and school. The goals are to bring about changes in the learning environments, both home and school, so that the child's intellectual and affective development will be enhanced. To accomplish this, the key elements of the program are as follows:

Key Elements

Major elements of the program are (1) the training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary; (2) training the teacher in the use of paraprofessional personnel; (3) development of materials for family use which take into acccunt not only the school's goals for the child, but also, and equally, the family's expectations, goals, life style and value system; and, (4) involvement of the Policy Advisory Committee in all phases of the program.

Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of periodic (preferably once a week) home visits in which the major activity is the demonstration and teaching of the mother in tasks that have been devised in school to increase the child's intellectual competence and personal and social development. A set of criteria (Appendix A) are used by the teaching team in both the development and assessment of their materials. Responsibility for curriculum development rests in the local community. In each community, a library of activities has been developed which can be used by any Follow Through teacher, regardless of grade level, when the activity matches the child and home. A learning activity (task) may be used for many children, or may fit just a few. These tasks are developed to enhance not only the cognitive or academic

development of the child, but also to strengthen the parent-child bond, to involve siblings, both older and younger, in the Follow Through child's learning. They are not "homework," but game-type supplements. They are not designed as "remedial work" nor are they to be seen as serving "problem" children. They are for all children in the Follow Through classroom. As a part of the demonstration in teaching, the parent educator helps the parent understand the purposes of each task, how to perform it, and how to estimate the ability of the child to complete the task. But tasks are not a one-way street. The parent educator not only encourages the parents to develop their own adaptations of the material, she also actively solicits from the parents their ideas about activities which have worked for them, their suggestions for future tasks, and their views about schooling. These, in turn, are used by the Follow Through teachers and parent educators in the creation of new activities, with credit given to parent-originators. In this fashion the school is influenced by the home, and the parent is enhanced.

The parent educator also serves as the first line liaison person between the Follow Through program and the home. She serves as a referral agent for medical, dental, psychological and social services, by informing the mother of the existence of such services and, depending upon the community, establishing the contact between the home and a representative of these services. This requires that the parent educator understand the nature of other Follow Through and community services in addition to understanding her role in the task area. She also informs the parents about PAC meetings and other school functions, and encourages involvement not only in task development, but in the whole range of community-school relationships.

In the school, the parent educator serves as a teacher auxiliary implementing instructional activities through working with individuals or small groups on various learning tasks. A basic element in the Florida Program is the recognition of the paraprofessional as a member of the teaching team. Under supervision, parent educators perform a wide range of activities in the classroom, and are not confined to housekeeping, clerical or child care duties. Basic to the creation of sound home learning tasks is a knowledge of the child and his behavior in the classroom. By working with the children on school activities, the parent educator comes to know them. She thus can, after planning with the teacher, inform parents about the progress of the child.

The parent educator spends about half her time in home visits; her load being half the families in the class. Her remaining time is spent at school, working in the classroom, planning with the teacher, reporting to the teacher about her visits, and participating in inservice education. In several communities, organized staff development programs in local institutions of higher education offer the paraprofessional additional opportunities for personal career development.

A key person in the program is the classroom teacher. She supervises the classroom work of the parent educator and assists her in planning and implementing the parent education activities. She, with the assistance of the parent educators, develops and selects the home learning tasks. She briefs the parent educator before the visits, and receives her report after. In order to perform these duties, the teacher needs additional planning time, and many of the communities have built such time into their schedules. Further, the teacher receives effective technical help

PS 007231

from a second or third adult in the classroom in carrying out the general goal of reaching each child. She finds that there is increased parent understanding and support for her efforts. She also learns ways to work with other adults which increase her professional competence.

Parents are encouraged not only to visit the school and the classroom, but to take part in working with children in the room. Parents are not seen as observers or bystanders, but as people who can contribute to the education of all children. Thus, in a room the teacher may have several adults carrying out a variety of learning activities. She becomes, then, better able to assess and meet individual needs because she is freed from the tyranny of large class instruction, and from the myth that children only learn when the teacher is teaching. She learns, through the creation of all home materials, ways to reorganize her classroom for individual and small group learning.

The community appoints a full-time coordinator who is responsible for all components of the Follow Through program. The coordinator attends the workshop at the University of Florida and works closely with the program sponsor in implementing the Florida components.

II. Specific Program Goals

As stated above, we seek changes in the learning environments and in children. The changes we seek in learning environments are in adult behavior and attitudes rather than in the physical setting. Specifically, we aim for changes in:

1. For parents.

    a. Increase parents' use of desirable teaching behaviors in the instruction of their children.

b. Increase or maintain at a high level the use of time spent with the child on educational recreational activities.

c. Increase or maintain at a high level the use of library community resources, reading materials in the home.

d. Increase or maintain at a high level attendance and participation in school and class functions.

e. Increase or maintain at a high level the amount of family centered activities.

f. Maintain a high level of expectation for academic achievement for child.

g. Raise or maintain at a high level the parents' feelings of interpersonal adequacy, competence.

h. Increase or maintain at a high level parents' skill in relating to school, participating in PAC.

i. Increase or maintain at a high level the feelings of control over the educational life of the child.

2. For children.

a. Raise or maintain at a high level the level of self-esteem.

b. Increase or maintain at a high level cognitive development, ability to ask questions, to know evidence, manipulate materials, use abstract language, solve concrete problems, organize information.

c. Increase or maintain at a high level increase achievement motivation.

d. Increase or maintain at a high level acceptance and identity with one's social (ethnic) group.

e. Increase and maintain at a high level respect for and acceptance for other children, other ethnic and social groups.

f. Increase or maintain at a high level initiative and self-direction.

3. For classroom and school.

a. Increase or maintain at a high level teachers' skill in classroom management of other adults (paraprofessionals and parents).

b. Increase the teachers' skill in constructing focused curriculum materials (home learning tasks) and use of desirable teaching behaviors.

c. More individualized instruction through use of other adults, and home learning tasks.

d. Develop differentiated staffing.

e. Increase parent educator's skill in using desirable teaching behaviors in working with parents.

f. Increase parent educator's time in working with individual children and small groups.

g. Increase parent educator's skill in planning with teacher for both home and school.

h. Increase or maintain at a high level parent educator's self-esteem and sense of internal control.

i. Help teachers' morale.

j. Provide a model of home-school relationships for subsequent use in the school system.

It will be noted that, in keeping with our rationale, the changes are not only in home but in school, and in the relationship between them.

III. Procedures

A. Training Programs

1. Five workshops were held on the campus of the University of Florida, using EPDA funds, in the summer of 1972. Drs. Breivogel and Greenwood directed these workshops.

The major goal of the 1972 workshops was to prepare personnel in the eleven communities adopting the Florida Parent Education Follow Through Model to implement the USOE's proposed Five Year Plan--which never materialized. To implement the Five Year Plan it was necessary to prepare personnel in the eleven communities to become "trainers of

others." A major portion of the five workshops was designed to do the following: (1) help communities see themselves as demonstration centers of the Florida Model for people in their own and neighboring states; (2) to carry out this objective (#1) to make them more independent and self-sufficient materials and videotape modules were demonstrated and feedback was required; (3) to prepare personnel to become more responsible for evaluation of their own program; and (4) PAC was a key element in all the workshops--how to help PAC become more effective in each community.

The first workshop was designed for coordinators and PAC chairmen. A basic procedure which was used in previous summer workshops was followed: review the previous years' progress in the communities and plan for the coming year. The major concern in this first workshop was for implementation of the Five Year Plan. In the four workshops which followed details were given about the Five Year Plan and the implications of implementation. The following questions were asked:

1. What parts of the Florida Model can you continue in your community?
2. Costs?
3. What will Florida's role be?
4. What role are you willing to take?
5. Will communities agree to serve as demonstration centers?
6. Will Coordinators agree to serve as consultants?
7. What are the essentials of the model?
8. What are local school situations governing the above?

Videotape training modules were used and the following questions were asked:

1. Can you use this module in your community workshops?
2. Do you think another community, not knowing anything about Follow Through, could use this material in a workshop?
3. What should be modified, changed, or added into this module?
4. What kinds of inservice training materials need to be developed both locally and at the University of Florida?

Lists of teacher, parent educator, team leader, and task specialist competencies were distributed and examined in terms of the following:

1. Implications for inservice training.
2. Information for public relations.
3. Dissemination to new projects.

The second workshop was for task specialists. In previous years the workshops for task specialists were designed to teach them the techniques of developing tasks. This workshop (1972) concentrated on developing the task specialist as a trainer of others. The objectives were: (1) to prepare the task specialist to teach others to develop and write a task; (2) to learn to use the criteria for knowing when you had a good task; (3) how to teach a task to the mother--use of DTB's; (4) the emerging role of a task specialist.

There also was additional training given to the task specialists to help them learn to develop tasks.

In summary, the preceding points were presented to task specialists:

1. Role of task specialist.
2. Teaching others to tell a good task.
3. Teaching others to write a good task.
4. Teaching others to teach a task.
5. How to work with PAC curriculum committee on home learning materials.

6. Conferences with individual task specialists.

7. Desirable Teaching Behaviors.

8. Evaluation of PE performance and tasks (by parents, etc.).

9. Teaching teachers how to plan for the development and teaching of tasks.

10. Emerging role of task specialist.

The third workshop was for principals and focused on their role in the Follow Through program. In this workshop the following topics were presented:

1. Principal's role in integrating program into the school. (Principal as a key to the success of the program.)
   (a) Orientation to the model.
   (b) Five Year Plan (use of Title I money).
   (c) Accountability.
   (d) Evaluation (local responsibility)
   (e) Sharing of Florida data and our impression of program effectiveness.

2. Administrators Relationship to Program Personnel. (Example: Relationship to project coordinator, task specialist, comprehensive services, PAC, and identification of issues that principals wish to discuss during the workshop.)

3. Issues Related to the Classroom: What is the principal's responsibility in the following areas?
   (a) Planning time.
   (b) Classroom volunteers.
   (c) Classroom activities.
   (d) Interpersonal relations in the classroom--Teacher-PE role relations (who should handle these, etc.).
   (e) Rewards for teachers.
   (f) Principal's role in social reinforcement.
   (g) Use of PE as teaching assistant.
   (h) Use of Follow Through classroom as dumping ground for problem children.
   (i) Use of psychological services component of comprehensive services in classroom.
   (j) Use of local resources to handle curriculum and instruction issues.
   (k) Use of PE as substitute teacher.
   (l) Follow Through teacher role description.

4. Home Visitation Issue: What is the principal's responsibility?

(a) Should principal go on home visits with PE?
(b) Administrative procedures for PEs in terms of their reporting in on time, calling in when late, etc.
(c) PE use of teacher lounge?
(d) PE attend faculty meeting?
(e) Salary schedule as incentive for PE.
(f) Creating supportive atmosphere. (Example: getting to know PE, inclusion in meetings, some knowledge of their job or interest in their job, asking for PE's opinion, etc.).
(g) Contingency management--social and non-social.
(h) PE role with regard to home visit.
(i) Tasks and Desirable Teaching Behaviors.
(j) Data collected and reported by PE. How is it used? Should the principal check with parent educator regarding how many visits are completed successfully?

5. Parent Relations: What is the principal's responsibility?
   (a) Importance of parent involvement.
   (b) PAC committee relations.
   (c) PAC--what is principal's role?
   (d) Good local press--newspapers, radio, TV.

6. School as a demonstration site:
   (a) What is it going to do to your program?
   (b) Are you willing to have your building serve as a demonstration site?
   (c) Administrative procedures for dealing with visitors in school.
   (d) How many visitors per month to see the Follow Through program seems reasonable?
   (e) Who in the Follow Through program will do this--hiring of public relations person (for example: graduate student in residence), development of demonstration materials, scheduling, visiting of Follow Through classrooms, making of home visits, etc.?
   (f) Demonstration to another principal--develop a Follow Through principal role description.

7. Evaluation: What does it mean to the principal?
   (a) Necessary for local evaluation effort.
   (b) Difference between research and evaluation.
   (c) Evaluation of PE and evaluation of tasks.
   (d) Interviewing technique as one way of looking at program, PEs, and tasks affect on parents.
   (e) Task check ideas using the critical incidence recording approach.
   (f) Performance based approach to teacher and PE evaluation: how and why?

8. Inservice Training: What is the principal's role?
   (a) What is the best way to conduct inservice meetings to implement the model? (Large group vs. small group or teams).
   (b) Going on home visits as an inservice training technique.

(c) Who should conduct inservice training?
(d) Role description of team leader and task specialist. How will they continue training in the local community?
(e) Use of inservice training materials.
(f) Scheduling for inservice training.

9. Summary: What is the role of a Follow Through principal based on the discussion of the previous topics?

The fourth workshop was for Facilitator/Trainers--those people in the local community who would be responsible for explaining the program to visitors and training those people who adopted the program.

The following topics were presented:

1. Role of Facilitator Trainer:
   (a) Conduct workshops.
   (b) Work with new teachers and PEs.
   (c) Demonstration center duties (mention local evaluation press).

2. Role Definition of Follow Through Teacher and PE.

3. Human relations--Teacher and PE Role, Communications.

4. Lists of skills--Role of Follow Through Teacher and PE.

5. Training Issues Related to the Classroom.
   (a) Teaching teachers how to plan.
   (b) Teaching teachers how to manage the classroom.
   (c) Promoting human relations between teacher and PE.

6. Training Issues Related to Home Visits.
   (a) Teaching others to tell a good task.
   (b) Teaching others to write a good task.
   (c) Teaching others to plan for a home visit.
   (d) Teaching others to teach a task.
   (e) Promoting human relations between PEs and parents.
   (f) "Overview of Home Visit Cycle" module.

7. Parent Relations.

8. Emphasis on Local Evaluation.
   (a) Standardized Achievement tests--are they the answer?
   (b) DTBs.
   (c) Anecdotal record type of task evaluation.

9. Emerging Role of Facilitator Trainer--role definition.

The fifth workshop was for teachers and parent educators from the Alachua EPDA sponsored academic year project. The following topics were

presented:

1. Review of parent interview data.
2. Role of Follow Through Teacher and PE.
3. Development of Evaluation Criteria.
4. Overview of Home Visit Cycle.
5. Feedback on evaluation criteria and methods of evaluation.
6. Classroom contracts using evaluation criteria.
7. Plan for planning--work out weekly schedule.
8. Module on Developing Tasks.
9. Classroom Management.
10. Paraprofessional classroom teaching skills.
11. Parent Relations--PAC.
12. Use of classroom volunteers.
13. Reaching hard to visit, resistant parents. Identifying these parents and generating techniques for working with them.

Summary

Our major concern during the 1972 summer workshops was: How to implement the USOE Five Year Plan--a plan devised by the USOE to permit communities to use Title I money to adopt/adapt the Florida Parent Education Follow Through Model. The projected Five Year Plan never materialized. However, the planning and programming that the Model sponsor did for these summer workshops did focus on what is to come eventually with the end of federal funding--an end of the Model sponsor continuing relationship with the eleven communities which have adopted our Follow Through model; and the community confronted with the decision as to how to continue the Model without federal funds.

In each of the previous summer workshops we kept adding people in different roles. In summer 1972, we put it all together. We had the

coordinators, PAC chairmen, teachers, parent educators, task specialists who are basic to the Model and we were able to get an excellent response from our principals--without whose help the program just about floats along or sinks. Evaluation elements always were present in all of our previous workshops but with the USOE turning over more responsibility to the local community--and the Model sponsor--we focused more directly on the evaluations role of the local community and the Model sponsor. We were able to get the evaluation people from each of our 11 communities to come to Florida.

In conclusion, we believe the workshops have demonstrated a unique working relationship between granting agencies. Follow Through funds helped the Model sponsor and the communities to adopt the Florida Model--EPDA funds helped train the people necessary to implement the Model.

2. On-site workshops, of one week's duration, were held in each community for all Follow Through personnel (including comprehensive services staff). The administrators, teachers, parent educators, PAC chairmen and members who were at the University of Florida workshops served as a training staff cadre for the on-site workshops. One of the following Florida faculty served as a consultant in the listed community for at least two days:

Chattanooga	Dr. W. Ware	August 21-25
Houston	Dr. J. Newell	August 18-19
Jacksonville	Dr. S. Hoffman & Dr. G. Greenwood	August 29, November 28-29, 28-30
Jonesboro	Dr. S. Hoffman	September 18-19
Lac du Flambeau	Dr. E. Jester	August 22-25
Lawrenceburg	Dr. G. Greenwood	August 21-22
Philadelphia	Dr. B. Guinagh	August 30-31
Richmond	Dr. W. Breivogel & Dr. H. Bessent	August 14-15, August 17-18
Tampa	Dr. S. Hoffman & Dr. F. Ebbeck	August 14-15, 16
Winnsboro	Dr. D. Bernard, Dr. J. Litcher, & Dr. H. Fillmer	August 6-7, 7-8, 10
Yakima	Dr. I. Gordon	August 14-18

The program of the local, on-site workshop was designed to replicate insofar as possible the Florida workshop. Specific training was provided in: task development, home visiting, teacher-parent educator roles, observational and interview procedures for the parent educator to use in home visits (see HER and PEWR in Appendix 8) and local procedures for linkage between the educational component, comprehensive services , and PAC activities. It is not assumed that the program is ready to be fully implemented at termination of the workshop in new classrooms. We see the program as developmental throughout the year. The workshops are designed to enhance the skill of people who have been involved and to provide the entry skills for those for whom it is the first year.

B. In-service Program Support

1. Each community has a liaison officer. He is in constant communication with the community, and arranges for the consultant's visit, briefs the consultant on the local situation, and then receives a report from him about his trip.

The liaison officer's role is a critical one, since to a great degree our program is responsive to local conditions. Each liaison officer is a full-time regular faculty member of the College of Education, University of Florida, who is released by this department from teaching one course during the academic year for this responsibility. (Normal course load in Foundations is seven (7) five-hour courses; in Elementary Education, eight (8) four-hour courses). He is a basic member of the policy and administrative team. The liaison officers and consultants meet regularly as a "Follow Through group" to discuss the overall program, issues and problems of each community, plans for the future. This organization means that the Florida Program is a basic commitment of the

Research and Development program of the College of Education, with strong implications for teacher education. The liaison officers are listed below:

Community	Liaison Officer	Rank	Department
Chattanooga	Dr. W. Ware	Asst. Prof.	Foundations
Houston	Dr. J. Newell	Professor	Foundations
Jacksonville	Dr. J. Newell	Professor	Foundations
Jonesboro	Dr. A. Packer	Assoc. Prof.	Elementary
Lac du Flambeau	Dr. E. Jester	Assoc. Prof.	Foundations
Lawrenceburg	Dr. G. Greenwood	Assoc. Prof.	Foundations
Philadelphia	Dr. B. Guinagh	Asst. Prof.	Foundations
Richmond	Dr. W. Breivogel	Asst. Prof.	Elementary
Tampa	Dr. J. Litcher	Asst. Prof.	Elementary
Winnsboro	Dr. J. Litcher	Asst. Prof.	Elementary
Yakima	Dr. L. Kaplan	Professor	Elementary

2. We provide two days of consultant service a month to the local community (see Appendix 9 which describes the basic ingredients of the consultant visit). The consultant schedule of visits made follows. It will be noted that the pattern of visits varies by community, and that "two days a month" is a guide. In communities such as Yakima and Lac du Flambeau, distance as well as local needs dictated a different pattern. The communities and liaison officers develop the best local approach.

3. During 1972-73, videotapes were again used as a part of the inservice training procedure. Each community was asked to send to the sponsor one videotape each month depicting teacher-parent educator planning sessions, home visits, follow-up sessions after home visits, or sponsor related classroom episode. Feedback on these videotapes was provided in one of two ways: (1) the next consultant returned the tape to the community and discussed its contents during his visit, or (2) the liaison officer communicated the feedback information by letter.

Follow Through
Consultant Visit Chart - 1972-73

	August	September	October	November	December
Chattanooga	Ware 21-25	NONE	Bessent 11-12	Kaplan 9-10 Ware 16-17	Greenwood 13-14
Houston	Newell 18-19	NONE	Ware 25-27	NONE	NONE
Jacksonville	Hoffman 29	NONE	NONE	Greenwood 28-30 Hoffman 28-29	Cage 1 Bessent 1
Jonesboro	NONE	Hoffman 18-19	Packer 2-3 Kaplan 23-24	NONE	NONE
Lac du Flambeau	Jester 23-25	Ware 20-22	NONE	NONE	NONE
Lawrenceburg	Greenwood 2-22	Breivogel 12-13	Greenwood 3-4	Litcher 14-15 Bracey 14-15	Olmsted 5-6
Philadelphia	Guinagh 30-31	NONE	NONE	Litcher 29-30	Breivogel 7-8
Richmond	Bessent 17-18 Breivogel 14-15	NONE	Breivogel 4-5	Ebbeck 1-2	Guinagh 6-7
Tampa	Ebbeck 16 Hoffman 14-15	Ebbeck 19-20	Litcher 10-11	Greenwood 7-8	Williams 12-14
Winnsboro	Litcher 7-8 Bernard 6-7 Fillmer 10	Cage	Packer 19-20	Kaplan 20-21 Bracey 27-29	NONE
Yakima	Gordon 14-18	NONE	Williams 16-17	NONE	Kaplan 11-13

Follow Through
Consultant Visit Chart - 1972-73
Con'td

Center	January	February	March	April	May	June
Chattanooga	NONE	Ware 1-2 Bracey 5-8	Newell 28-29	Breivogel 25-26	Litcher 7-8 Ware 30-31	NONE
Houston	Bessent 24-26	NONE	Kaplan 20-22	Gordon 24-26	Newell 24-25	NONE
Jacksonville	NONE	Breivogel 12-13	Guinagh 21-22 Bracey 12-16	Ware 26-27	Greenwood 31-1	NONE
Jonesboro	NONE	Packer 5-8	Litcher 20-21	Breivogel 19-20	Cage 14-15	Ware 4-5
Lac du Flambeau	Ware 17-19	NONE	NONE	NONE	NONE	NONE
Lawrenceburg	Greenwood 16-17	Bernard 6-7	Newell 6-7	Ware 3-4	Greenwood 1-2	NONE
Philadelphia	NONE	NONE	Guinagh 28-29	Bessent 18-19 McMurray 18-19	Jester 24-25 Bessent 22-23 Bracey 21-25	Greenwood 18-19
Richmond	Breivogel 11-12	Jester 7-8	Ware 7-8	Greenwood 4-5	Breivogel 2-3	NONE
Tampa	Packer 18-19 Litcher 18-19	Hoffman 21-22	Litcher 16	NONE	NONE	NONE
Winnsboro	Jester 8-9	Litcher 19-20 Johnson 19-20 Bracey 18-20	NONE	NONE	Johnson 14-15	Bear 28
Yakima	NONE	NONE	Ware 21-23	NONE	Coller 14-15	NONE

In addition to videotapes, each community sent copies of its home learning activities, the weekly observation reports of parent educators, and attitude and questionnaire information about the home. These data are used for program evaluation and to assist in planning inservice training. Computer printouts of Parent Educator Weekly Report data provide the basic feedback during the year. These printouts contain such information as: (1) percentage of possible home visits that are completed, (2) percentage of parents working in the classroom, and (3) percentage of home learning activities being used which were developed by parents. These data plus feedback data on pre- and post-testing are provided to the community both by mail and during inservice visits. All of these materials are explained to the Policy Advisory Committee, and no data are collected which have not been reviewed by that committee.

The program sponsor, the local education agency, and the parents are seen as a partnership team in which information flows back and forth, with the main objective being to enhance the total development of the child. Curriculum content decisions are entirely the prerogative of the local community. The program sponsor attempts to enable teachers and parent educators to translate their content goals into effective learning materials to be used at home and in school to achieve what it is the parents and school wish to achieve.

The program sponsor, through continuous contact, strives to keep all elements of the program on target, and to facilitate the development of the program. The role of the Institute is more than consulting services; it provides direction, support, and information, as well as some elements of the evaluation program. Within the framework of the program, however, there is considerable flexibility to meet community needs.

4. In the area of leadership of the Florida Parent Education Follow Through Program, 1972-73 was a year of transition. As Dr. Ira J. Gordon would be on sabbatical leave during 1973-74, he worked closely with and gradually turned the leadership over to the three persons who would direct the program during his absence, Dr. Gordon Greenwood, Dr. William Ware, and Dr. William Breivogel, with Dr. Greenwood assuming the major role. The position of Project Manager was filled by Pat Olmsted who supervised all Follow Through personnel and coordinated the flow of data between the communities and the sponsor. The central office staff also consisted of Steve Sledjeski (half-time research associate), a doctoral student in Educational Psychology; Ken Loose (third-time graduate assistant), a doctoral student in Secondary Education; Fred Clyne (third-time graduate assistant), a graduate student in Music; Mrs. Diane Beck (full-time secretary); and student assistants and non-academic personnel for data processing.

C. Sponsor Research and Development

Local developmental activities were conducted in two elementary schools containing approximately 35% low income population in Alachua County, Florida (of which Gainesville is the county seat). Dr. G. Greenwood served as project director of this activity and he and Dr. W. F. Breivogel were able to expand the scope and size of the developmental effort by obtaining EPDA funds. The combined Follow Through and EPDA monies permitted the placement of 28 parent educators in 22 K-6 classrooms as follows:

1. One school continued seven experimental classrooms with two parent educators in each classroom 1-6 (K was team taught by two teachers and contained two parent educators) and seven comparison classrooms, K-6;

2. A second school used a team teaching approach with one parent educator per classroom, K-5 (three parent educators at K-2, two at 3-4, and one at 5);

3. A third school provided one comparison classroom per grade level, K-4.

Specifically, the Alachua County R & D operation focused upon the following activities:

1. The development of inservice training materials for staff development in implementing the program;

2. The development and testing of actual sample task materials for distribution to Florida Follow Through communities;

3. The development of new assessment materials to measure the impact of the Florida Program and to point to possible new directions; and,

4. The demonstration of the Florida Program to observers along with the opportunity for participation in the classroom by parents, prospective parent educators, prospective teachers, etc.

The 1972-73 school year was the second year of operation for the Alachua County Program and, due to termination of EPDA funding, will be the last. Its accomplishments during the two years include the following:

1. Inservice materials development produced one film (in cooperation with Teacher Corps), five videotape modules, and one set of slides. The latter was designed to present an overview of the Florida Model. The film is a 15-minute color production called "Home and School--Getting Together" depicting the goals of the Model. Videotape modules were developed around the following topics:

a. "Overview of the Home Visit Cycle"

b. "Teacher-Parent Educator Home Visit Planning Conference"

c. "A Demonstration of PAC Organizational Meeting"

d. "Effective Use of Paraprofessionals in the Classroom" (in cooperation with Teacher Corps)

e. "The Seven Desirable Teaching Behaviors"

Guides have been developed to accompany the first two modules (Appendix 10).

2. At least 422 (n=228 in 1972-73) sample home learning tasks were developed, tested and disseminated to regular Follow Through communities. PEWR data indicates that during 1972-73 Alachua County tasks were sent into qualified homes in our regular communities 19,494 times (3,744 out of 6,379 homes) and into non-qualified homes 4,762 times (1,328 out of 2,430 homes). Such tasks were used by both Florida consultants and local task specialists as examples of good tasks during inservice training sessions.

3. Several new assessment instruments were developed or tried out in Alachua County (Appendix 11):

a. An interview schedule which was used to assess parent attitudes toward the program on a home interview basis;

b. A questionnaire which was sent to all project coordinators and parent educators to assess changes in parent educators as a result of their participation in the program;

c. A PAC activities questionnaire which was sent to each PAC to obtain information on the kind and extent of PAC activities during the school year.

d. Teacher and parent educator conference guides were developed from role descriptions to focus evaluational conferences between teachers and parent educators upon role performances and self-evaluation.

e. The Consultants Home Visit Observation Report was designed to permit consultants and local staff to evaluate the performance of a parent educator in making a home visit.

f. An instrument entitled the Purdue Elementary Problem Solving Inventory was examined and tried out (and ultimately rejected) as a possible substitute for the Cincinnati Autonomy Test Battery.

g. The Cincinnati Autonomy Test Battery, a measure of autonomous functioning in pupil problem solving was tried out and data collectors were trained to visit regular communities.

h. The Mother as Teacher instrument, which was developed to assess changes in teaching behavior of parents, was tried out and tested in Alachua County.

4. At a demonstration site, the Alachua County Project was visited by a Florida House of Representatives member and his research advisor, the Dean of the College of Education at the University of Florida, members of a citizens lay committee on education, the director of an early childhood center in Utah, a consultant in early childhood behavior from Michigan, a primary supervisor and assistant superintendent from Arizona, a social worker from New York, the director of an ARC funded program in Ohio that eventually implemented the Florida Model, two college professors from Australia, a superintendent and principal from Arkansas, six doctoral students from the University of Georgia, and a director of federal programs, a member of a CAA Executive Board, and a school psychologist from Florida. In addition, graduate and undergraduate students enrolled in courses at the College of Education and participants in two federally funded projects made home visits with parent educators and visited the project.

In addition, the Alachua County Project influenced the development of the Florida Model in other ways:

1. We now feel that it is possible to implement the model in grades 4-6 because of our successful experience in Alachua County.

2. We have a better understanding of the kind of administrative and inservice training support that is necessary for successful model implementation since we "learned by doing" ourselves.

3. We were able to compare a one parent educator per classroom operation with that of the usual two per classroom approach.

4. The summer workshops held at the University of Florida were enriched by the participation of Alachua County parent educators, teachers, parents, and children.

5. It influenced the inservice training procedures of the regular Follow Through communities (e.g., using part of the inservice day for teachers to make home visits with parent educators).

Finally, a rather thorough evaluation of the Alachua County Research and Development Project was conducted by "outside the project" interviewers who administered a structured interview schedule to a 10% stratified sample of parents. The instrument and results are presented in Appendix 3. Generally, the results indicate that the parents attitudes toward the program were quite favorable.

D. PAC Activities

PAC activities are central to program goals and implementation. We view parent education far more broadly than the home visit and/or a parent as classroom worker or volunteer activities, although these are fundamental to the program. We believe that parent education includes helping parents influence the institutional structure, curriculum and educational program of the school.

During 1972-1973, we continued to keep PACs informed of our consulting activities by sending the PAC chairman the same consulting letter that is sent to the project coordinator and by arranging consulting visits so that they corresponded with monthly PAC meetings. We continued to involve PAC in decision-making about program and evaluation through PAC attendance at our planning conference in December 1972, and at our summer workshop for coordinators and administrators in the summer of 1972.

In an effort to further strengthen all our PACs, we provided the consulting services of Mr. James Bracey, a former Richmond PAC chairman. Mr. Bracey made visits to six of our eleven communities during 1972-73 as follows:

1. Philadelphia, August 27 - September 1, 1972; and May 21 - 25, 1973.
2. Yakima, October 15 - 18, 1972.
3. Jacksonville, October 1 - 6, 1972; and March 12 - 16, 1973.
4. Lawrenceburg, November 13 - 15, 1972.
5. Winnsboro, November 27 - 29, 1972; January 8 - 11, 1973; and February 18 - 19, 1973.
6. Chattanooga, February 5 - 8, 1973.

He assisted PACs in such areas as:

1. Helping PAC officers understand their roles;
2. Helping parent educators to understand PAC and encourage parent involvement;
3. Organizing and reorganizing PAC committees;
4. Organizing and reorganizing both city-wide and local school PACs;
5. Planning various PAC sponsored activities and regular meetings;
6. Establishing election procedures and drafting of by-laws;
7. Developing more efficient ways of spending PAC funds.

Data on PAC activity, perhaps as stimulated by the efforts of Mr. Bracey among others, are reported in the Results Section of this report.

E. Evaluation Procedures

The evaluation procedures used during the 1972-73 school year can best be described as those characteristic of a year of transition. The sponsor and community proposals were all approved and funded during the spring of 1972. During the summer, 1972, the Follow Through Office called a national meeting of Sponsors held in Washington. At that meeting it became clear that the focus of the national evaluation was being restricted and that the burden of responsibility for evaluation rested upon the Sponsors and respective LEAs. Thus, although Sponsors and LEAs were locked into budgets previously approved, they were asked to spend

their activity in the area of evaluation. It was announced that Sponsors could submit proposals for supplementary funds.

The Florida Parent Education Program submitted such a proposal on August 15, 1972. After two revisions, a proposal was resubmitted on December 1, 1972 which was funded sometime in April. Since approval at that time did not permit much evaluation during 1972-73, those funds are being used currently to expand the evaluation effort in 1973-74. Thus, the results contained in this report represent a mixture of what was proposed for 1972-73 and what expanded activities could be completed with a minimum expenditure of funds.

The data collected in 1972-73 were very similar to those collected in 1971-72 and thus, only a brief description is included here. The data collected fell into one of several categories: pretest/post test data collected in all communities, pretest/post test data collected in some communities, continuous process data collected in all communities, and some repeated measures data collected in some communities.

Pretest/post test data collected in all communities included the following instruments:

1. Purdue Teacher Opinionnaire (PTO) - a multidimensional measure of teacher morale.
2. How I See Myself (HISM) - a multidimensional measure of self concept on parent educators.
3. Social Reaction Inventory (SRI) - a measure of lows of control on parent educators.

Pretest/post test data collected in some communities included the following instruments:

1. Parent Response Report (PRR) - a measure of knowledge of PAC.

2. How I see Myself (HISM) - a multidimensional measure of self concept of parents.

3. Social Reaction Inventory (SRI) - a measure of lows of control for parents.

4. Home Environment Review (HER) - a multidimensional measure of environmental process characteristics.

5. Parent Education Cycle Evaluation (PECE) - an extensive observational system assessing teachers and parent educators in planning, parent educators and parents in task presentation, parent and child in teaching, and parent educator and teacher in debriefing.

6. I Feel, Me Feel (IFMF) - a multidimensional measure of self concept for children.

Continuous process data collected in all communities is the Parent Educator Weekly Report (PEWR), an instrument completed by each parent educator after each home visit. Among the topics reported are the current home visit, the current home learning activity, the previous home learning activity, home-school information, general information, and the use of desirable teaching behaviors.

Repeated measures data collected in some communities included:

1. The Cincinnati Autonomy Test Battery (CATB) - a multidimensional instrument assessing various aspects of a child's cognitive functioning.

2. Taxonomy of Classroom Activity (TCA) - a classroom observational instrument assessing the use of paraprofessionals in the classroom.

Other data which are available for reporting in this document were made available to the Sponsor by the communities although they were not as clearly specified in the previous agreement. These data pertain to classroom achievement, attendance of pupils, and vertical diffusion within Follow Through families. A detailed report of which instruments were administered systematically in which communities is provided in Table 1.

TABLE 1

Florida Parent Education Program
Data Collection Activity for 1972-73

Center	Class-Rooms	Teacher Data	PE Data	Parent Data	Child Data
K	33	PTO, TCA	HISM, SRI, TCA	HER, PRR, PEWR	IFMF, CATB
L	31	PTO	HISM, SRI	HER, PRR PEWR	
M	23	PTO	HISM, SRI	PRR, PEWR	IFMF
N	12	PTO, TCA	HISM, SRI, TCA	HER, PRR, PEWR	IFMF, CATB
O	41	PTO, TCA, PECE	HISM, SRI, TCA, PECE	PECE, PEWR	IFMF, CATB
P	20	PTO, TCA	HISM, SRI, TCA	PRR, PEWR	IFMF, CATB
Q	19	PTO	HISM, SRI	HER, PEWR	IFMF
R	40	PTO, TCA	HISM, SRI, TCA	HER, HISM, PEWR, PRR	IFMF, CATB
S	30	PTO, TCA	HISM, SRI, TCA	HER, HISM, PRR, PEWR	IFMF, CATB
T	37	PTO, PECE	HISM, SRI, PECE	HER, PECE, PEWR	IFMF
U	22 Expt 11 Comp	PTO, TCA	HISM, SRI, TCA	HER, PEWR	IFMF, CATB
V	7	PTO	HISM, SRI		

Development of Evaluation Procedures

As noted earlier, the 1972-73 year was a year of transition for the Sponsor's evaluation procedures. Impetus for the transition was provided by the National Sponsors Meeting in Washington during July 1972. The transition was one during which the Sponsor re-examined previous statements of objectives and data collection procedures, attempting to make the entire evaluation program more operational. In short, an attempt was made to convert the goals stated in the 1972-73 proposal into objectives stated in terms of measurable behaviors. This conversion was effected by the Sponsor individually, and the Sponsor working with personnel from the community projects in two workshops: one during the summer of 1972 and another in December of 1972. The output of this activity was the minimum set of Sponsor objectives which are presented in Appendix 1.

Another output of the summer workshop for evaluators was the development of a set of reporting (accounting) forms for Comprehensive Services. These forms were developed by coordinators, community evaluation specialists, and Sponsor personnel. The forms were used by communities to report Comprehensive Service data to the Sponsor during the 1972-73 year. These data are reported in the results section, along with other data collected during the 1972-73 year.

IV. Results

The results for 1972-73 have been organized by "target" of the program. Basically, the data will be presented for parents, children, teachers, parent educators, home visit data, and home learning activity data. In general, data will be reported for both total program and by individual

communities. The bulk of individual community data will be put in an appendix, although they will be discussed in the text.

Parents

Parents, as the primary target of the Florida Parent Education Program, may be involved in the program in a variety of ways. Such involvement may be assessed in a variety of ways: through looking at changes in the knowledge about PAC and its relationship to the program, changes in the environment created by parents for their children, and changes in the parents themselves.

A. Parent Response Report

During the 1972-73 year, it became clear that there were certain problems inherent in the analysis of the Parent Response Report. The questions are stated in such a manner that it is not possible to determine the meaning of observed changes from Fall to Spring. Such observed changes might be produced by a real change in parent participation, a change in knowledge about the program, or a change in attitude toward the program. Thus, any reporting of PRR results could be very misleading, and the data are not contained within this report.

B. Environmental Changes

Changes in the environment which parents create for their children may be examined in several ways. Data reported from 1972-73 include interview data (HER), performance data (PECE), and some measure of outcome in terms of vertical diffusion.

1. Home Environment Review

The results from the HER are reported for the total program and by individual communities. Results are reported for qualified and non-qualified

homes separately for descriptive purposes both for total program and by community. However, since the Florida Parent Education Program is perceived as appropriate for both types of homes, multivariate inferential tests were completed on combined data. The HER results for total program are reported in Tables 2 and 3. The HER results for individual communities are presented in Appendix 2 and discussed in text.

In general, the non-qualified homes tend to have higher means than do the qualified homes. The data were combined and a multivariate test comparing pre- to post means was completed, indicating a significant difference (F=25.41, 9 & 3304 df, $p<.01$). This overall difference seemed to be produced by positive changes on variables 5, 6, 7 and 8, and a negative change on variable 9. The negative change for total program can be largely attributed to community Q, where a school strike caused parents to have extremely negative feelings about the school.

The HER results from community K indicate that qualified families showed substantial gains on Materials for Learning in the Home, while the non-qualified families showed gains on Awareness of Child's Development Rewards for Intellectual Attainment and Materials for Learning in the Home. When data for both qualified and non-qualified were combined, multivariate analysis indicated no overall significant differences (F=1.49, 9 & 194 df).

The HER results from community L showed substantial gains for both groups. Both qualified and non-qualified families showed gain on Press for Language Development, Availability and Use of Supplies for Language Development, Learning Opportunities Outside the Home, and Materials for Learning in the Home. In addition, qualified families showed some change on Expectations for Child's Schooling, Reading Press and Trust in School. The combined multivariate analysis showed significant differences (F=4.66, 9 & 402 df, $p<01$).

Table 2

Community Total Program (Qualified)

Means and Standard Deviations on Nine HER Scales

N=2347

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Peers
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.32	3.32	4.10	3.37	3.45	3.33	3.32	2.76	4.01
	S	0.56	1.05	0.90	0.97	1.39	0.98	0.97	1.30	0.98
Post	$\bar{X}$	4.33	3.31	4.10	3.42	3.63	3.45	3.47	2.95	3.71
	S	0.53	1.06	0.92	0.95	1.32	1.02	0.95	1.32	1.26

Table 3

Community Total Program (Non-Qualified)

Means and Standard Deviations on Nine HER Scales

N=959

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Peers
9) Trust in School

		Scale									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.48	3.35	4.16	3.43	3.99	3.72	3.67	3.17	4.10	
	S	0.58	1.09	0.88	0.93	1.22	0.94	0.90	1.27	0.91	
Post	$\bar{X}$	4.49	3.55	4.19	3.57	4.17	3.81	3.83	3.33	4.17	
	S	0.54	1.11	0.91	0.94	1.14	0.96	0.88	1.29	0.92	

The HER results from community N showed that both qualified and non-qualified families showed change on Materials for Learning in the Home, Reading Press and Trust in School. Also qualified families gained on Learning Opportunities Outside the Home, while non-qualified families gained on Awareness of Child's Development, Rewards for Intellectual Attainment, Press for Language Development, and Availability and Use of Supplies for Language Development. The combined multivariate analysis indicated significant overall differences ($F=6.98$, 9 & 193 df, $p< .01$).

The HER results from community Q are reported for qualified families only as there were only four non-qualified families in the program. The results for qualified families were generally negative, with large losses on Rewards for Intellectual Attainment and Trust in School. However, there was an increase in Reading Press. The multivariate analysis indicated significant change ($F=65.19$, 9 & 373 df, $p< .01$).

The HER results for community R show that qualified families showed gains on Rewards for Intellectual Attainment, Availability and Use of Supplies for Language Development and Materials for Learning in the Home. Non-qualified families showed a gain in Awareness of Child's Development. The overall multivariate analysis indicated significant difference ($F=3.12$, 9 & 669 df, $p< .01$).

The HER results for community S show that qualified families gained on Availability and Use of Supplies for Language Development, Learning Opportunities Outside the Home, and Materials for Learning in the Home. The combined multivariate analysis indicated significant differences overall ($F=5.03$, 9 & 626 df, $p< .01$).

The HER results from community T showed qualified families gaining on Materials for Learning in the Home. The overall multivariate analysis

suggested no significant differences (F=1.68, 9 & 541 df).

The HER results from community U showed that both qualified and non-qualified families showed gains on Awareness of Child's Development, Press for Language Development, Availability and Use of Supplies for Language Development, and Materials for Learning in the Home. Also, the qualified families gained on Learning Opportunities outside the Home and Reading Press. The combined multivariate analysis showed significant differences overall (F=7.72, 9 & 243 df, $p < .01$).

To summarize, data were collected in eight communities during 1972-73 using the Home Environment Review, a nine scale measure of environmental process characteristics. Analysis of data from all families combined showed a significant positive change. Analysis of individual community results indicated that five communities showed positive change, two communities showed no change, and only one community showed negative change.

2. PECE

Due to technical difficulties, these data are not yet processed. A supplementary report will be submitted at a later date.

3. Vertical Diffusion

Data were provided from one community which could be interpreted to indicate a changed home environment. Within this community, in addition to Follow Through, there also operate Head Start and Home Base projects. Home Base is a program in which a paraprofessional makes visits to the homes of preschool children, ranging in age from eight months to four years. In the Fall of 1972, children were classified by whether they had participated in Project Follow Through or not. All children were given the Preschool Inventory (Caldwell, 1970). The four groups were compared using analysis of covariance, adjusting for sex, race and age. The adjusted

means are presented in the table below:

Group	Adjusted PSI Mean
Both FT and HB	47.54
HB Only	44.62
FT Only	45.56
Control (Neither)	39.62

The covariance analysis resulted in an observed F ratio of 3.46 (3 & 77 df, $p<.05$). Followup tests were completed with Dunnett's test. Results suggested that family experience in Follow Through, while not producing a statistically significant difference ($p<.10$), has in some way affected maternal behavior patterns so that children entering Head Start from Follow Through families perform better on the PSI than do their counterparts who have not had such a family experience.

C. Changes in Parents

Changes in the parents themselves were measured using the adult version of the How I See Myself (HISM) scale, a multifactor measure of self concept. The data were provided by one community and were based on a random sample of 74 parents from the program. The results were as follows:

		Interpersonal Adequacy	Social Male-School	Physical Appearance	Competence	Multivariate F-ratio
Pre	$\bar{X}$	24.75	65.65	25.72	25.17	
	s	4.98	9.43	6.41	3.73	
Post	$\bar{X}$	25.64	65.17	27.32	25.00	3.18 (4 & 70 df)
	s	5.42	12.37	5.90	3.90	
t-Test		1.33	-0.37	2.89	-0.32	

The multivariate ANOVA resulted in a significant F-ratio, indicating a significant change in parental self-concept as measured by the HISM. The univariate analyses suggested that much of the change could be attributed to changes in feelings about physical appearance, and also changes in feelings of interpersonal adequacy.

D. Attitudes toward the Program

During the 1972-73 year, parents were interviewed in Alachua County concerning their attitudes toward the Follow Through Program. A copy of the report is contained in Appendix 3. The results of the interview indicated that parents of all income levels valued the program, both the visits by the paraprofessionals and the home learning activities which they brought.

Children

The data collected on children fall into several categories: self concept, cognitive functioning, and classroom achievement, and absence data. Systematic plans had been made for the collection of the first two categories, while achievement and absence data were provided voluntarily by some communities.

1. Self Concept

Changes in self concept were assessed using the five factor instrument, the I Feel, Me Feel. Children were separated according to their qualifying for Follow Through in accordance with OEO guidelines. The results for the total program are shown in Table 4. One might note that the scores for non-qualified children tend to run about 1 point per scale higher than those for qualified children. However, both groups showed positive change on all five scales. The two groups were combined and a multivariate analysis completed to compare the pretest mean vector to the post-test mean vector. The results indicated that there was a significant difference between the

two mean vectors (F=14.08, 5 & 5683 df, $p<.01$). The combined results seem to indicate substantial changes in the General Adequacy, Academic, and Physical factors.

The results for individual communities were analyzed separately for qualified and non-qualified children. Tests of significance of related differences were completed for each factor. The data and t-tests are reported in Appendix 4. The results are discussed below.

The results for Community K show positive changes on all scales for both qualified and non-qualified children. None of the individual tests indicated statistical significance, and the multivariate analysis completed on both groups combined was consistent with this (F=1.47, 5 & 311 df, N.S.).

The results from Community M were inconclusive. The general trend was toward very small negative changes, but it would seem that these were chance events (F=0.87, 5 & 623 df, N.S.).

The results from Community N suggest some impressive changes, particularly on the Peer and Physical factors. The multivariate analysis completed on combined groups suggested significant differences (F=4.80, 5 & 263 df, $p<.01$). Overall, differences seemed to be on the General Adequacy, Peer and Physical factors.

Results on children in Community O seemed to present mixed results. The qualified children showed a positive change on the Physical factor and a slight positive change on the General Adequacy factor. The non-qualified children showed a small negative change on General Adequacy. However, the multivariate analysis on the combined data indicated a significant difference (F=5.77, 5 & 858 df, $p<.01$) with most of the difference attributable to a positive change on the Physical factor.

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means and Standard Deviations (Posttest-Pretest)

for Qualified Children (N=3864)

Factor

		1	2	3	4	5
Pre	$\bar{X}$	62.10	51.18	39.75	60.14	46.59
	s	9.34	7.71	6.19	10.03	6.81
Post	$\bar{X}$	63.10	51.74	40.20	61.18	47.42
	s	8.85	7.34	5.78	9.42	6.47

Means and Standard Deviations (Posttest-Pretest)

for Non-Qualified Children (N= 1818)

		1	2	3	4	5
Pre	$\bar{X}$	63.99	52.79	40.61	61.76	47.59
	s	8.13	7.00	5.31	8.90	6.22
Post	$\bar{X}$	64.51	53.15	40.67	62.28	48.08
	s	7.24	6.24	4.99	7.82	5.32

The results from Community P suggested an overall negative picture. Both qualified and non-qualified children showed negative changes on all five factors. The combined multivariate analysis indicated significance (F=3.36, 5 & 409 df, $p<.01$).

The results for Community Q are presented in Appendix 3 for the qualified children only, as the small number of non-qualified children makes generalization risky. The results seem to suggest positive changes on all five scales. The multivariate analysis (including the non-qualified children) indicated a significant difference (F=4.01, 5 & 419 df, $p<.01$).

The results from Community R indicated a generally positive picture. The qualified children showed sizeable increases on nearly all factors and the non-qualified children showed appreciable positive change on three out of five factors. The combined multivariate analysis indicated a significant difference (F=6.87, 5 & 873 df, $p<.01$). This difference appeared to be a function of positive changes in General Adequacy, Academic, and Physical factors.

The data from Community S were treated differently. The results were examined separately by grades. An inspection of the output suggested large positive differences on all scales for both groups at Grade 1. The Grade 2 data showed not much of anything. The Grade 3 data showed significant positive changes for qualified children on the Peer and Academic factors; the non-qualified children showed a negative change on the Teacher-School factor. One might conclude that there is some sort of grade effect in question. This will be examined when time permits. The combined multivariate analysis resulted in a significant difference (F=7.73, 5 and 700 df, $p<.01$). There were large differences on all factors, particularly on General Adequacy and Academic.

The data from Community T showed both qualified and non-qualified children making strong gains on all scales. The combined multivariate analysis suggested a significant difference ($F=4.58$, 5 & 651 df, $p<.01$) with much of the difference due to changes in the General Adequacy and Academic factors.

2. Cognitive Functioning

The Cincinnati Autonomy Test Battery was used as a means of cognitive functioning. Previous experience with the battery had suggested that not all subtests were of equal interest. Thus, in the 1972-73 year, only three subtests were administered in Grades K, 1, 2, and 3. The Task Initiation, Curiosity Box, and Response Variability subtests were administered to Follow Through children in Communities K, N, O, P, R, and S. In addition, control data were collected in Community K. As that community might be regarded as atypical, Experimental vs. Control analyses were completed only within that community. The experimental data from that community were combined with data from all communities. The results are presented first for the E/C community and then for all communities combined.

The results from Community K are presented in Tables 5-16. Of the 36 tests of significance completed, only three attained the .05 level of significance. One might conclude that these three tests represent type I errors. Thus, there do not seem to be any difference in cognitive functioning as measured by the Cincinnati Autonomy Test Battery. Other possibilities may be the small sample sizes within Community K, or with the validity of the battery itself.

The results based on Follow Through children in all communities combined are presented in Tables 17-20. The results based upon larger sample sizes seem more consistent across grade levels. That is, there is a general trend

Table 5

Experimental and Comparison Means and Standard Deviations for the Task Initiation Subtest, Grade K

		Time Period			
		1	2	3	4
Experimental	Mean	2.00	2.00	1.33	2.18
	S.D.	1.26	1.55	0.52	1.33
Comparison	Mean	1.00	2.00	3.20	2.50
	S.D.	0.0	1.22	1.09	2.12

Table 6

Experimental and Comparison Means and Standard Deviations for the Curiosity Box Subtest, Grade K

		Time Period			
		1	2	3	4
Experimental	Mean	26.33	21.67	26.83	23.45
	S.D.	7.91	8.80	9.06	6.47
Comparison	Mean	13.50	22.2	29.40	20.50
	S.D.	4.94	11.52	9.04	23.33

Table 7

Experimental and Comparison Means and Standard Deviations for the Response Variability Subtest, Grade K

		Time Period			
		1	2	3	4
Experimental	Mean	11.50	10.17	13.00	16.45
	S.D.	2.26	5.11	4.05	6.10
Comparison	Mean	4.50	10.80	11.60	10.00
	S.D.	0.71	5.67	3.20	4.24

Table 8

Experimental and Comparison Means and Standard Deviations for the Task Initiation Subtest, Grade 1

		Time Period			
		1	2	3	4
Experimental	Mean	1.42	1.58	1.17	1.40
	S.D.	0.99	1.08	0.39	0.97
Comparison	Mean	1.38	2.00	2.00	1.67
	S.D.	1.06	1.22	1.73	1.32

Table 9

Experimental and Comparison Means and Standard Deviations for the Curiosity Box Subtest, Grade 1

		Time Period			
		1	2	3	4
Experimental	Mean	22.92	23.42	22.92	27.80
	S.D.	10.11	9.77	9.08	4.54
Comparison	Mean	23.37	20.40	26.00	23.56
	S.D.	7.54	7.19	3.46	9.21

Table 10

Experimental and Comparison Means and Standard Deviations

for the Response Variability Subtest, Grade 1

		Time Period			
		1	2	3	4
Experimental	Mean	10.25	9.91	11.16	16.80
	S.D.	4.43	3.75	5.44	3.55
Comparison	Mean	8.25	11.40	19.33	8.22
	S.D.	5.36	2.97	7.50	5.02

Table 11

Experimental and Comparison Means and Standard Deviations for the Task Initiation Subtest, Grade 2

		Time Period			
		1	2	3	4
Experimental	Mean	2.07	1.76	1.68	1.82
	S.D.	1.32	1.30	1.11	1.17
Comparison	Mean	1.00	1.67	2.50	1.00
	S.D.	0.0	1.12	1.73	0.0

Table 12

Experimental and Comparison Means and Standard Deviations for the Curiosity Box Subtest, Grade 2

		Time Period			
		1	2	3	4
Experimental	Mean	22.57	27.28	22.73	29.00
	S.D.	11.56	6.79	8.43	7.91
Comparison	Mean	24.17	25.89	19.75	33.00
	S.D.	7.38	7.40	12.76	0.0

Table 13

Experimental and Comparison Means and Standard Deviations for the Response Variability Subtest, Grade 2

		Time Period			
		1	2	3	4
Experimental	Mean	8.50	9.67	9.52	16.18
	S.D.	4.20	5.89	4.58	6.35
Comparison	Mean	12.83	9.77	9.25	12.00
	S.D.	5.15	6.57	5.56	0.0

Table 14

Experimental and Comparison Means and Standard Deviations for the Task Initiation Subtest, Grade 3

		Time Period			
		1	2	3	4
Experimental	Mean	2.60	1.375	2.09	1.54
	S.D.	1.51	1.06	1.38	0.68
Comparison	Mean	1.25	1.50	1.58	1.50
	S.D.	0.70	1.22	1.16	1.00

Table 15

Experimental and Comparison Means and Standard Deviations for the Curiosity Box Subtest, Grade 3

		Time Period			
		1	2	3	4
Experimental	Mean	24.40	25.25	28.27	26.45
	S.D.	9.91	7.97	5.88	6.78
Comparison	Mean	26.25	23.67	24.75	25.83
	S.D.	5.67	3.55	11.63	4.98

Table 16

Experimental and Comparison Means and Standard Deviations for the Response Variability Subtest, Grade 3

		Time Period			
		1	2	3	4
Experimental	Mean	11.60	9.12	10.91	18.09
	S.D.	4.03	4.32	5.75	3.47
Comparison	Mean	10.62	11.17	13.08	12.83
	S.D.	3.81	4.66	5.07	5.98

Table 17

Means, Standard Deviations and F-ratios for three subtests of the CATB for Grade K, All communities combined

Subtest		Time 1	2	3	4	F-ratio
Task Initiation	$\bar{X}$	1.98	1.00	1.40	1.78	2.37
	S.D	1.22	1.25	0.96	1.21	
Curiosity Box	$\bar{X}$	19.81	20.05	16.09	18.48	1.68
	S.D	9.70	10.80	11.64	9.14	
Response Variability	$\bar{X}$	7.90	6.32	7.76	9.40	3.90($p < .01$, 3, 215df)
	S.D.	3.71	4.03	4.87	5.71	

Table 18

Means, Standard Deviations and F-ratios for three subtests of the CATB for Grade 1, All communities combined

Subtest		Time 1	2	3	4	F-ratio
Task Initiation	$\bar{X}$	1.60	1.41	1.45	1.42	0.70
	S.D	1.11	0.87	0.91	0.86	
Curiosity Box	$\bar{X}$	20.49	18.92	21.75	20.54	0.88
	S.D	10.70	12.21	10.58	10.05	
Response Variability	$\bar{X}$	7.55	9.29	9.03	9.32	2.38($p<.05$, 36299df)
	S.D.	4.44	4.95	4.85	5.34	

Table 19

Means, Standard Deviations and F-ratios for three subtests of the CATB for Grade 2, All communities combined

Subtest		Time 1	2	3	4	F-ratio
Task Initiation	$\bar{X}$	1.73	1.39	1.50	1.45	2.01
	S.D	1.18	0.89	0.99	0.94	
Curiosity Box	$\bar{X}$	19.70	21.90	20.54	21.78	0.90
	S.D	11.37	9.36	10.22	10.15	
Response Variability	$\bar{X}$	8.29	8.88	10.06	10.45	3.56 ($p < .05$, 3 and 319 df)
	S.D.	4.22	4.83	4.83	5.17	

Table 20

Means, Standard Deviations and F-ratios for three subtests of the CATB for Grade 3, All communities combined

Subtest		Time 1	2	3	4	F-ratio
Task Initiation	$\bar{X}$	1.66	1.27	1.34	1.39	2.00
	S.D	1.17	0.80	0.86	0.82	
Curiosity Box	$\bar{X}$	23.61	21.47	20.49	20.82	1.16
	S.D	10.51	8.75	9.81	10.97	
Response Variability	$\bar{X}$	10.30	9.66	10.43	11.41	1.30
	S.D.	4.28	4.40	5.20	5.25	

across time toward higher scores on the Response Variability subtest for Grades K, 1, and 2. This finding is encouraging in that this subtest purports to measure a form of creativity. Thus, it appears that children enrolled in the Florida Model seem to increase in creativity at least through Grade 2. This finding is encouraging in light of previous findings.

3. Achievement

At this point in time, achievement data have been processed for three communities. Each community has used a different standardized test and collected data under a different paradigm. Consequently, data from each community will be reported separately.

Community P administered the Metropolitan Achievement Test series to both Follow Through and non-Follow Through children pretest and post-test. The results for Grade I showed Follow Through children below non-Follow Through children ($F=16.86$, 4 & 222 df, $p<.01$). This difference appears to be the result of lower performance on both the Word Knowledge and Reading subtests. The results for Grade 2 suggested that Follow Through children performed better than non-Follow Through children ($F=2.95$, 7 & 216 df, $p<.01$). The Follow Through children performed better on the World Knowledge, Word Analysis, Spelling, Math Computation, and Math Problem Solving subtests. The results for Grade 3 suggested that non-Follow Through children performed different than Follow Through children. The Follow Through children performed better on Spelling, while non-Follow Through children performed better on Language.

Community V administered a variety of tests as pretest and post-test to Follow Through children only. Since there was no comparison group, the data were treated descriptively, with no inferential statistics completed. The results are presented in Tables 21, 22, and 23.

Table 21

Pretest and Posttest Means and Standard Deviation for Community V from the Stanford Achievement Test - Primary I Expressed in Grade Equivalent Scores (Grade 1)

Subtest	Pre Mean	Pre S.D.	Post Mean	Post S.D.
Word Meaning	1.32	0.24	2.01	0.58
Paragraph Meaning	1.14	0.61	1.90	0.82
Vocabulary	1.46	0.36	2.02	0.97
Spelling	0.52	0.66	2.25	0.96
Word Study Skills	1.45	0.45	2.24	1.48
Arithmetic-Math Concepts	1.26	0.48	1.90	1.19
Total	1.34	0.35	1.93	0.60

Table 22

Pretest and Posttest Means and Standard Deviation for
Community V from the Stanford Achievement Test - Primary II
Expressed in Grade Equivalent Scores (Grade 2)

Subtest	Pre Mean	Pre S.D.	Post Mean	Post S.D.
Word Meaning	2.02	0.62	2.68	0.84
Paragraph Meaning	1.94	0.65	2.60	0.83
Science/Social Studies Concepts	2.11	0.93	2.21	1.05
Spelling	1.60	0.86	2.78	0.82
Word Study Skills	2.13	1.12	3.09	1.55
Language	2.30	0.64	2.61	0.57
Arithmetic-Comp.	1.54	0.41	2.43	0.54
Arithmetic-Concepts	1.85	0.51	2.42	0.60
Total	1.94	0.49	2.59	0.71

Table 23

Pretest and Posttest Means and Standard Deviations for Community V from the Stanford Achievement Test - Primary II Expressed in Grade Equivalent Scores (Grade 3)

Subtest	Pre Mean	Pre S.D.	Post Mean	Post S.D.
Word Meaning	2.92	0.89	3.38	0.99
Paragraph Meaning	2.77	0.96	3.16	1.13
Science/Social Studies Concepts	2.76	1.10	2.91	1.21
Spelling	2.91	0.82	3.36	1.03
Word Study Skills	2.89	1.29	3.55	1.76
Language	2.69	0.58	3.01	0.74
Arithmetic-Comp.	2.47	0.53	3.02	0.87
Arithmetic-Concepts	2.69	0.98	3.16	1.02
Total	2.73	0.71	3.20	0.92

An examination of these three tables indicates that at the end of the first grade, the children seem to be performing at grade level or above as compared to national norms, a feat in itself. The results for the second and third grades are not as impressive. The discrepancy might be explained in terms of the local staffing pattern, where the more able teachers seemed to be assigned to the lower grades.

Achievement data also have been processed for Community N. Basically, the data consisted of pretest and post-test standardized instruments administered to Follow Through and comparison children. However, in examining the results, it must be kept in mind that all the low income children in the sample were enrolled in Follow Through; that is, there were no low income children in the comparison group. The analysis of the Anton-Brenner gains scores made by kindergartners showed no differences when IQ and pretest were covaried (F=.04, 1 & 100 df).

The Murphy-Durrell Diagnostic Reading Readiness Test (pre-post) and the Stanford Achievement Test I (post only) were administered to first graders. Raw gain scores were generated for the Murphy-Durrell and the Follow Through and non-Follow Through groups compared with multivariate analysis of variance with IQ as a covariate. The results indicate that the two groups are different (F=10.24, 7 & 88 df, $p<.01$) with Follow Through children showing more gain in reading readiness, but less achievement on all subtests of the Stanford Achievement Test.

The Stanford Achievement Test II was administered as a post-test to second and third grade pupils. The two grades were analyzed separately using multivariate analysis of variance with IQ as a covariate. The results for grade two indicated no significant differences (F=1.44, 8 & 86). The

third grade results indicate a significant difference (F=4.36, 8 & 85, $p<.01$) with Follow Through lower on Science/Social Studies, Arithmetic Computational and Arithmetic Conceptual, but higher on word meaning and word study skills.

The achievement data from other communities is not yet processed. Thus, any conclusions based on pupil achievement data from the Florida Parent Education Model must be regarded as premature.

Teachers

The data collected on teachers fell into three broad categories: morale, differentiated staffing, and performance during planning sessions. The Purdue Teacher Opinionnaire served as a measure of morale, while differentiated staffing was measured by the Taxonomy of Classroom Activities and performance during planning measured by the PECE.

1. Morale

The Purdue Teacher Opinionnaire was administered to all teachers in all communities in the Fall 1972 and again in the Spring 1973. The results for all communities combined are presented in Table 24. A multivariate analysis of variance comparing the pretest mean vector to the post-test mean vector obtained a significant result (F=7.93, 10 & 282 df, $p<.01$). The results seemed to indicate decreases on some variables (Teacher Rapport with Principal, and Community Support of Education) and an increase on another variable (Teacher Load). It was encouraging to find that teacher expressed more positive feelings about the load, as one of the major complaints aimed toward the Sponsor by teachers is that the planning for home visits and coordinating two paraprofessionals in the classroom requires too much time with no remuneration.

Table 24

1972-73 Data Summary for All Centers (N=292)

The Purdue Teacher Opinionnaire Data

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	65.20	69.67	46.29	18.84	34.44	16.09	24.93	14.40	15.68	16.33	321.90
	s	12.52	8.18	6.74	4.31	6.05	2.93	4.53	3.42	3.60	2.72	38.23
Post	$\bar{X}$	63.80	69.70	46.20	18.39	36.08	16.01	24.79	13.02	15.98	16.16	320.14
	s	12.21	7.84	6.65	4.62	5.28	2.99	4.87	4.16	3.12	3.08	37.08
%tile Rank		50	50	50	50	50	68	50	32	68	50	50
t		-2.17	0.06	-0.24	-1.94	4.71	-0.49	-0.53	-6.00	1.50	-0.84	-0.87

The results for the individual communities have been placed in Appendix 5. A discussion of those results follows. The PTO results for Community K were outstanding. The multivariate test indicated significant differences ($F=3.91$, 10 & 22 df, $p<.01$). While there were positive shifts on all ten variables, there were some variables which showed very large differences: satisfaction with teaching, rapport among teachers, teacher load, curriculum issues, school facilities and services, and community pressures. These results might be attributed to the administrative policies and procedures of the new coordinator during 1972-73.

The PTO results from Community L were examined with multivariate procedures and suggested no significant differences ($F=2.34$, 10 & 12 df, $p>.05$).

The multivariate test applied to the PTO results from Community M also failed to suggest significant differences ($F=0.84$, 10 & 13 df, $p>.05$). However, it is worth noting that all variables gave evidence of a negative shift in morale, and some of the univariate tests were significant.

The number of teachers in Community N was insufficient to complete a multivariate analysis. An inspection of the data shows an average gain of two points or better for teacher rapport with principal and rapport among teachers. It is worth noting that the percentile rank of the total score is quite respectable.

The PTO data from Community O were analyzed, resulting in a significant multivariate test ($F=2.90$, 10 & 28 df, $p<.05$). The results were generally negative, with substantial decreases in teacher salary, curriculum issues, and community support of education.

The multivariate test applied to the PTO data from Community P indicated a significant change ($F=8.82$, 10 & 10 df, $p<.01$). The overall pattern was

positive, with respectable changes on teacher salary and teacher load.

The number of teachers responding in Community Q was insufficient to complete a multivariate analysis. However, a visual examination of the results in Appendix 4 reveals a generally negative picture.

The results from Community R could be interpreted as generally positive. Although the multivariate test did not suggest significant differences, nine of the ten scales showed change in a desirable direction.

The PTO results from Community S show a negative picture. The multivariate analysis suggested a significant difference ($F=3.15$, 10 & 19 df, $p<.05$), with negative changes on teacher salary and community support of education seeming to account for most of the difference.

An analysis of the PTO data from Community T indicated a significant difference ($F=3.25$, 10 & 26 df, $p<.01$). There were rather large drops in seven of the ten variables. Only teacher load, curriculum issues, and community pressures did not contribute to the overall loss.

The number of respondents in Community V was not sufficient to complete multivariate tests. The results seem to indicate a low level of morale, but one teacher of the four was way out of line with the others, bringing the overall averages down.

As an overall conclusion, the results on teacher morale seem mixed. About one-half of the communities showed a positive picture; the other half were negative.

2. Differentiated Staff

By differentiated staffing was meant the appropriate use of paraprofessionals in the classroom. To assess this, the Taxonomy of Classroom Activities (TCA) was used in classrooms in seven communities. The TCA is on observational checklist which enumerates many of the types of activity

observable in an elementary classroom. At four times during the year, observers entered classrooms and tallied behaviors for both the teacher and parent educator(s) present. The pooled results for all communities have been presented in Table 25. The results indicate that teachers spend about twice as much time in instructional activities and that most of this difference can be accounted for by differences in the amount of time spent teaching the total group and small groups. However, it should be noted that parent educators appear to spend about 30% of their time in instructional activities, which would seem to be more than that spent by a regular teacher-aide. Thus, one might conclude that paraprofessional parent educators are being used effectively in classroom instructional activities, at least on the basis of data collected with the TCA.

3. Teaching Behaviors

Data on changes in teacher teaching behavior were collected using the Parent Educator Cycle Evaluation (PECE). These data are not yet processed and will be included in a supplementary report.

Parent Educators

Data collected on parent educators aimed to assess changes in these areas: self concept, locus of control, and teaching behaviors.

1. Self Concept

In order to assess changes in parent educator self-concept, the How I See Myself was administered to all parent educators in all communities both as a pretest and post-test. Based upon useable returns, results are presented in Table 26. These data were submitted for multivariate analysis, which indicated a significant change in self concept ($F=2.42$, 4 & 424 df, $p<.05$).

Table 25

Results from the Taxonomy of Classroom Activities collected at four points in time during 1972-73. The results are based on 7 communities and are expressed in terms of percentages that teachers and parent educators were observed engaging in various types of classroom activities.

Type of Activity	Teacher		Parent Educator	
Housekeeping	14%		13%	
Clerical	4%		5%	
Setting Up Materials	3%		4%	
Instructional	66%		31%	
Teaching				
Tutor Individual		10%		10%
Organizes Play Activity		2%		1%
Teaches Total Group		19%		3%
Teaches Small Group		22%		11%
Disciplines		2%		1%
Organizes Group for Instruction		8%		1%
Other		1%		2%
Total Teaching		64%		29%
Planning		2%		2%
Total Instructional		66%		31%
Evaluation	1%		2%	
Other	12%		45%	
	100%		100%	

Table 26

The How I See Myself (HISM) - Parent Educators (N=428)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Post-test and Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	58.97	44.59	22.77	20.13
	s	8.05	4.99	4.93	3.94
Post	$\bar{X}$	58.62	44.66	23.04	20.34
	s	8.06	4.93	4.78	3.72
t		-0.90	0.31	1.51	1.38

Although none of the univariate tests obtained a significant t, the overall result could have been produced by a decrease in feelings of interpersonal adequacy, and in increase in feelings about physical appearance and competence.

The results for individual communities have been tabled and placed in Appendix 6. A brief discussion of those results follows. Each set of data was submitted to a multivariate analysis of variance. Follow-up univariate tests were completed using t-tests for related measures.

The results for Community K suggested no significant differences ($F=1.03$, 4 & 44 df).

The results for Community L suggested a significant difference in self concept ($F=3.09$, 4 & 26 df, $p<.05$). An inspection of the various subscales indicated positive changes in feelings of self related to Social Male-School and of Competence.

The results from Community M suggested no significant differences (F=0.51, 4 & 32 df), nor did the results from Community N (F=0.54, 4 & 18 df). The results from Community O did not suggest significant differences (F=2.17, 4 & 50 df), even though two of the univariate tests were significant. The results from Community P were nonsignificant (F=1.60, 4 & 28 df). The results from Community Q were also nonsignificant (F=0.49, 4 & 30 df), as were the results from Community R (F=1.24, 4 & 42 df) and the results from Community S (F=0.47, 4 & 43 df). The results from Community T (F=1.01, 4 & 36 df), U (F=2.40, 4 & 22 df), and V (F=2.14, 4 & 9 df) were all non-significant.

Thus, although the results for all centers combined showed a significant change, only one of the 12 centers resulted in an individual change. This large number of nonsignificant changes in parent educator self concept might be explained by the fact that many of the PEs have been with the program for a number of years. Thus, the intervention may have had its effect prior to the 1972-73 year. Inspection of reports from previous years would seem to support this contention, as some of the most dramatic changes associated with the model were in terms of parent educator self concept. Results such as this influenced the Sponsor's decision to administer the HISM only to new parent educators in 1973-74.

2. Locus of Control

Changes in feelings of locus of control as expressed by parent educators were assessed by administering the Social Reaction Inventory (SRI) to all parent educators in the Fall and in the Spring. The instrument is scaled in such a fashion so that low scores indicate persons feeling more control over the events in their lives. Higher scores indicate that people

feel controlled by external events. The useable results for all communities combined have been presented in Table 27. These results indicate a

Table 27

The Social Reaction Inventory (SRI) - Parent Educators (N=422)

Means, Standard Deviations, and t-Test of Difference (Post-test-Pretest)

	Pretest	Post-test	t
$\bar{X}$	7.18	7.69	3.40
s	3.91	4.03	

statistically significant change toward more external feelings of control.

The locus of control results for individual communities have been tabled and placed in Appendix 7. An inspection of the individual results suggests that only two out of twelve tests attained a significance level of .05. The large number of responses for centers combined may have created an overly powerful test of significance. On the other hand, the shift toward more external feelings of control may be a natural condition following large positive shifts in previous years.

3. Teaching Behaviors

The PECE was used to look at changes in the manner in which parent educators present home learning activities to parents. These data have not been processed yet, and will be sent in a supplementary report.

Home Visit Data

Among the data available from the Parent Educator Weekly Report (PEWR) are: (1) parent reactions to tasks; (2) home-school relations; and (3) certain general information. During the 1972-73 school year 126,663 home visits

were successfully made to 6,649 different qualified homes in the program. In addition, 43,050 home visits were successfully made to 2,743 non-qualified homes. These data represent a considerable amount of home-school contact.

1. Parent Reactions to Tasks

The PEWR serves as "field test" data for tasks since parents are asked to express their opinion in several ways about how they feel about the last task that was brought into the home. These data are summarized in Table 28.

The data seem to clearly indicate that the 1972-73 tasks were well received by the parents. Most parents felt that their children were interested in the tasks and were successful in doing them. Most of the parents felt that the tasks are important and that their level of difficulty was "just right" for their child. Most parents spent under one hour teaching the task to their child, although many spent between one and two hours while some spent even more time. It should be pointed out that parent teaching time does not include any time that the child might have spent working on the task alone once it was taught to him.

Finally, when the percentages reported are examined, no significant differences appear between qualified and non-qualified parents with regard to their reactions to the tasks brought into their homes. This is an important finding since one goal of the Florida Model is to serve all the children in the program regardless of their socio-economic background.

2. Home-School Relationships

The strengthening of home-school relationships is basic to the Florida Model. Among the goals in this area are those of getting parents to visit the school, work in the classroom, attend parent group meetings, and attend

Table 28

PEWR Data on Parent Reaction to Tasks

Interest

Type of Home	High	Mild	Disinterested	Not Asked	Not Given
Qualified	65,853(69%)	24,936(26%)	1,155(1%)	1,815(2%)	1,349(1%)
Non-qualified	22,706(72%)	7,554(24%)	442(1%)	490(2%)	318(1%)

Success

Type of Home	High	Mild	Not Successful	Not Asked	Not Given
Qualified	61,755(65%)	28,336(30%)	1,582(2%)	2,087(2%)	1,245(1%)
Non-qualified	21,663(69%)	8,453(27%)	505(2%)	543(2%)	312(1%)

Importance

Type of Home	Important	Some Importance	No Importance	Not Asked	Not Given
Qualified	72,381(76%)	17,016(18%)	257(1%)	4,226(4%)	1,134(1%)
Non-qualified	24,189(77%)	5,455(17%)	139(1%)	1,428(5%)	271(1%)

Difficulty

Type of Home	Too Difficult	Just Right	Too Easy	Not Asked	Not Given
Qualified	4,229(4%)	80,868(85%)	1,916(2%)	5,823(6%)	2,123(2%)
Non-qualified	1,646(5%)	26,581(84%)	1,053(3%)	1,699(5%)	478(2%)

Time Spent

Type of Home	Over 3 Hours	2 to 3 Hours	1 to 2 Hours	Under 1 Hour	Not Asked	Not Given
Qualified	5,658(6%)	9,136(10%)	25,008(26%)	41,865(44%)	9,497(10%)	3,924(4%)
Non-qualified	1,911(6%)	2,870(9%)	8,498(27%)	14,536(46%)	2,755(9%)	935(3%)

PAC meetings. Since the model relies very heavily upon the parent educator to help facilitate such parent involvement, careful planning with the teacher before the home visit seems essential to the attainment of our goals.

The 1972-73 PEWR data in the area of home-school relations are summarized in Table 29. These data are difficult to interpret due to a lack of non-Follow Through comparison data. While roughly one-fourth of the parents visited the school (in spite of plans for a large number to do so), how does this compare to the number of non-Follow Through parents that visit school each week, especially when visiting is defined as more than just carrying a child to school and picking him up. One might suspect such a figure is high, especially for the qualified parents.

Likewise, do more than 7-12% of non-Follow Through parents work in the classroom as volunteers and attend parent group meetings such as PAC? We suspect not. Again, it should be noticed that only small differences exist between the qualified and non-qualified parents. However, the 12% attendance at PAC meetings (which will be more directly assessed via PAC sign-in sheets next year) does indicate that more work needs to be done in this area. Apparently the fact that the parent educators informed the parents of the next PAC meeting more than half the time, followed up with discussions of the last PAC meeting slightly less than half of the time, and made plans for the parent to visit school (which includes visits for the purpose of working in the classroom) over half the time is not enough.

Finally, while slightly over half of the teachers and parent educators are spending less than 15 minutes planning for each home visit, roughly one-third are spending up to thirty minutes, and a few are spending even longer. It should be noted that the amount of planning time refers to the

Table 29

PEWR Data on Home-School Relations

Time Planning Visit

Type of Home	Under 15 Minutes	30 Minutes	45 Minutes	One Hour	No Planning
Qualified	61,323(51%)	40,169(33%)	3,988(3%)	8,499(7%)	6,452(5%)
Non-qualified	23,025(56%)	12,774(31%)	1,153(3%)	1,960(5%)	2,329(6%)

Visit the School

Type of Home	Yes	No	PE Does Not Know
Qualified	28,222(23%)	92,587(75%)	2,807(2%)
Non-qualified	11,390(27%)	29,606(70%)	1,055(3%)

Work in Classroom

Type of Home	Yes	No	PE Does Not Know
Qualified	8,505(7%)	114,189(92%)	1,174(1%)
Non-qualified	3,790(9%)	37,899(90%)	465(3%)

Attend Parent Group

Type of Home	Yes	No	PE Does Not Know
Qualified	11,293(9%)	106,476(86%)	5,955(5%)
Non-qualified	4,290(10%)	35,653(85%)	2,170(5%)

Attend PAC Meeting

Type of Home	Yes	No	PE Does Not Know
Qualified	15,178(12%)	99,031(80%)	9,447(8%)
Non-qualified	5,210(12%)	34,313(82%)	2,549(6%)

Discuss PAC Meeting

Type of Home	Yes	No
Qualified	60,360 (49%)	63,139 (51%)
Non-Qualified	19,005 (45%)	23,048 (55%)

Inform of PAC Meeting

Type of Home	Yes	No
Qualified	76,680 (62%)	47,296 (38%)
Non-Qualified	24,429 (58%)	17,720 (42%)

Plans for School Visit

Type of Home	Yes	No
Qualified	74,202 (60%)	49,651 (40%)
Non-Qualified	21,678 (51%)	20,465 (49%)

time spent actually planning for a particular visit while the parent educator is likely to make 14 to 15 such visits each week. In these terms, the amount of planning time seems realistic and adequate and few differences seem to exist with regard to planning for visits to qualified and non-qualified homes.

3. General Information

Certain other information picked up by the PEWR are summarized in Table 30. The data on the discussion of the comprehensive services should be interpreted in light of the fact that parent educators do not generally initiate discussions of the comprehensive services but respond when the parent seeks information or makes some kind of a request. Sometimes, however, a parent educator will initiate such a discussion if she spots a real need. Even then, however, she will initiate action only at the parents' request. In view of these facts, the comprehensive data look good. The differences between qualified and non-qualified homes would be as expected. Even here, however, although they do not qualify for these services from Follow Through, 29% of the non-qualified families still received some information about them.

The data on asking for and getting task suggestions do not look quite so good, however. While almost half the time the parent educator is asking the qualified parent (slightly less for the non-qualified parent) if she has any suggestions for tasks, the parent educator has not, in spite of inservice activity dealing with the subject, learned how to "pull tasks out of parents." Efforts to deal with this problem need to continue and to be intensified.

Summary of PEWR Data

While certain weaknesses were revealed with regard to PAC attendance and getting task suggestions from parents, the 1972-73 PEWR data generally

Table 30

PEWR Data on General Information

Discuss Comprehensive Services?

Type of Home	Yes	No
Qualified	55,927(45%)	67,851(55%)
Non-qualified	12,261(29%)	29,877(71%)

Ask for Task Suggestions?

Type of Home	Yes	No
Qualified	63,126(51%)	60,367(49%)
Non-qualified	19,034(45%)	23,043(55%)

Given Task Suggestions?

Type of Home	Yes	No
Qualified	4,661(4%)	118,818(96%)
Non-qualified	1,335(3%)	40,743(97%)

indicate considerable strength in the program. Tasks are well received by parents, comprehensive services are being discussed, and at least modest success can be claimed in the area of home-school relationships. In addition, the program seems to be serving all parents and children in the same way (except, of course, for the comprehensive services) irregardless of income level.

Home Learning Activity Data

The Parent Educator Weekly Report (PEWR), which is filled out by the parent educator after each home visit, serves as a monitoring instrument (process report) throughout the year and also yields considerable program data. One kind of data that it yields is the extent to which we are achieving our goal of individualizing instruction through tasks. One way that this can be done is by dividing the number of home visits during which tasks were presented by the number of different tasks that were presented. For example, during 1971-72, it was found that each task was used 25.18 times in qualified homes and 14.14 in non-qualified homes. If the average classroom has thirty pupils and, therefore, represents thirty homes, this means that each task went into 5/6 of the qualified home and 1/2 of the non-qualified homes.

As was reported in the 1972 Annual Report, these data seem to indicate at first glance that the amount of individualization of tasks decreased considerably when compared with the 11.58 figure reported in our 1971 Annual Report. The 1972-73 data are reported in Table 31 and the results appear very similar to those obtained in 1971-72. However, certain changes in the program appear to have affected the results obtained and require further analyses.

Table 31

1972-73 Average Use of a Home Learning Task

	Qualified	Non Qualified
K	16104/237=67.95	5429/199=27.28
L	13370/895=14.94	2450/517- 4.74
M	11369/436=26.08	2585/359= 7.20
N	2224/130=17.10	2279/138=16.51
O	19785/379=52.20	2421/296= 8.81
P	5900/232=25.43	2102/188=11.18
Q	6310/229=27.55	24/21= 1.14
R	9886/647=15.28	4784/565= 8.47
S	11125/222=50.11	5403/195=27.71
T	9239/420=22.00	5202/323=16.11
U	3025/303= 9.98	3448/313=11.02
V	3148/362= 8.70	1099/286= 3.84
TOTAL	111485/4492=24.82	37226/3400=10.95

Several hundred "model tasks" have been developed in the research and development Follow Through program in Alachua County, Florida, and disseminated to the regular Follow Through communities since 1970. Further, each regular community has built up a sizable "task library" over the years and has exchanged tasks with other communities. Such task sharing is facilitated across classrooms as well as across communities by local task specialists. Thus, it may appear that the average use of a task has increased because the use of the same task has been spread over several classrooms. For example, four teachers might send the same task into eleven of their homes, which would be equivalent to the 11.58 finding the classroom in 1971-72, but would increase the average use of a task when divided into the number of home visits.

To check our suspicions we decided to run a classroom by classroom analysis in the community having task usage means closest to the means across all communities (Community P in Table 31). The results of this analysis are reported in Table 32. These data would seem to clearly indicate that individualization of tasks is occurring at the classroom level. Any future analyses of task individualization will be on a classroom by classroom basis.

Summary of Results for 1972-73

The data collected as part of the 1972-73 evaluation of the Florida Parent Education Model may be summarized as follows.

1. Parents

The 1972-73 data seem to indicate some substantial changes in the parents of Florida Model children. The Home Environment provided by parents changed in a positive direction as measured by the Home Environment Review.

Table 32

1972-73 Average Use of a Home Learning Task in Community #3

Classroom #	Qualified	Non Qualified
1.	482/90= 5.36	32/30= 1.07
2.	310/50= 6.20	93/37= 2.51
3.	392/59= 6.64	128/53= 2.42
4.	240/41= 5.85	158/39= 4.05
5.	170/45= 3.78	63/37= 1.70
6.	280/67= 4.18	160/56= 2.86
7.	286/71= 4.03	71/44= 1.61
8.	245/84= 2.92	268/75= 3.57
9.	247/68= 3.63	139/52= 2.67
10.	470/73= 6.44	0= 0.00
11.	296/73= 4.05	97/46= 2.11
12.	197/48= 4.10	63/40= 1.58
13.	321/60= 5.35	122/51= 2.39
14.	249/59= 4.22	272/66= 4.12
15.	229/48= 4.77	61/32= 1.91
16.	307/86= 3.57	30/23= 1.30
17.	333/76= 4.38	24/20= 1.20
18.	280/56= 5.00	61/38= 1.61
19.	321/80= 3.96	91/46= 1.98
20.	241/56= 4.30	167/58= 2.88

Also, parents seem to have changed their patterns of parent-child interaction in the home, indicated by the vertical diffusion results. In addition, parents changed positively in reported self concept in at least one community where data were available. The interview data collected in Community U suggested that parents hold the program in high esteem, and that parents of all income levels report beneficial effects of the program.

2. Children

The analysis of the child self concept data indicated positive changes during 1972-73. The analysis of the Cincinnatti Autonomy Test Battery (a purposed measure of cognitive functioning) revealed little other than a tendency toward greater response variability (flexibility/creativity) across the first three grades. This instrument has been dropped from the 1974-75 evaluation design due to its high cost. The Sponsor is in the process of examining the results from various standardized achievement test batteries which were submitted by most communities. Preliminary results are inconclusive.

3. Teachers

The Purdue Teacher Opinionnaire was used to assess changes in teacher morale during 1972-73. The results were mixed, with one of the more interesting findings being more positive feelings relative to teacher load. Observation of classroom functioning suggested that teachers are using paraprofessional parent educators in instructional responsibilities to a substantial degree, as recommended by the Sponsor.

4. Parent Educators

The self concept data on parent educators show little change during 1972-73. This finding was attributed to a ceiling effect, as many of the

PEs have been with the program since it started. The locus of control data revealed a slight reversal from previous trends. During 1972-73, parent educators shifted toward feelings of external locus of control. However, one might categorize this shift as part of a national zeitgeist, rather than a program effect.

5. Program Data

The PEWR was used to monitor the program continuously. The data indicate that the average home was visited about 18 times during the 1972-73 year. Parents expressed the opinion that their children benefited from the home learning activities. Also, analysis of data on a classroom basis suggested that home learning activities had been used to individualize instruction.

Concluding Remarks

The data suggest that the Florida Parent Education Program met its basic objectives for 1972-73. The 1973-74 evaluation should permit a more specific examination of the Sponsor objectives as a new evaluation design has been implemented this year. Activities to be completed for the remainder of 1973-74 include: (1) the 1973-74 evaluation and data collection, (2) an analysis of the 1972-73 PECE data, (3) a more complete examination of 1972-73 achievement data, and (4) an attempt to relate data received from Stanford Research Institute to data in the Sponsor files.

Appendix 1

Minimum Sponsor Objectives Developed

during the 1972-73 School Year

Sponsor Objectives

Florida Parent Education Model
December, 1972

During the December conference in Gainesville, Florida, the sponsor staff, at the request of the projects, set forth a structure of objectives for purposes of the 1973-74 proposals. As the structure emerged, it became evident that there were several types of objectives. First, some objectives must be included in all community proposals. Second, other objectives are of a nature that makes it optional for inclusion. Third, some objectives are for sponsor evaluation and should not be included in local proposals.

NOTE: The exact wording of the objectives may vary according to local conditions, but the intent will be checked against Model objectives.

Minimal Set of Objectives

A statement of each of the following objectives must be included in each community proposal.

Parents

Objective: By the end of the 1973-74 school year, a randomly selected sample of mothering-ones will demonstrate an increased use of at least one Desirable Teaching Behavior in teaching their children as measured by the Parent Education Cycle Evaluation (PECE), pretest - posttest.

The sponsor will collect data on this objective in some communities (to be selected soon) using the PECE. Those communities not included

in the sponsor sample must state an objective concerning Desirable Teaching Behavior (DTB) performance and will be held accountable for collecting data to assess it.

Objective: During the 1973-74 school year, at least 50% of a random sample of parents will attend a PAC meeting (either school or city-wide PAC).

The sample could be defined as the entire population. If a sample of parents is selected, it must be random. The local community will collect these data.

Objective: During the 1973-74 school year, at least 25% of a sample of parents will attend a PAC-related activity other than a PAC meeting.

The sample could be defined as the entire population. If a sample of parents is selected, it must be random. The local community will collect these data.

Objective: During the 1973-74 school year, at least 20% of a sample of parents will volunteer in the classroom.

The sample could be defined as the entire population. If a sample of parents is used, the sample must be random. The community will collect these data.

Objective: During the 1973-74 school year, at least 80% of the homes will be visited at least five-sixths (5/6) of the number of visits planned (e.g., 30 visits out of 36).

These data are available from the Parent Educator Weekly Report (PEWR) and from local sources.

Objective: During the 1973-74 school year, parents will serve on PAC committees dealing with matters of personnel selection, proposal writing, task writing and/or task evaluation, grievences, comprehensive services, and project evaluation. Furthermore, these parents will be active in making decisions regarding these aspects of the program.

This objective will need to be refined locally and the community will collect the necessary data.

Objective: During the 1973-74 school year, the PAC will have an impact on the total school program as evidenced by contact with school board, etc.

The criteria will be defined locally and data locally collected.

The Child

Objective: (All communities must have achievement objectives in their proposal, and will be held responsible for collecting the appropriate data. While these objectives need not necessarily be stated in the sponsor section, the sponsor is interested in achievement data. Such data should be collected in September and May by people other than teachers. Hopefully, both experimental data and comparison data will be collected on the same battery, pre- and post- test. Scores should be reported to sponsor as raw and standard scores.)

Objective: During the 1973-74 school year, a randomly selected sample of Follow Through children will have fewer absences from school than will a similar sample of non-Follow Through children.

The sample could be defined as the entire program population. The criterion for this objective can be determined locally and data collected by the local project.

Objective: (All communities must state an objective concerning self-concept as measured by the five (5) factors of the I Feel Me Feel (IFMF). These data will be collected locally (perhaps on a sample basis). It would be extremely helpful if the communities could collect comparison data.)

Objective: At the end of the 1973-74 school year, a random sample of 4th grade pupils who had experienced at least two years in Follow Through will show achievement (tests locally determined) equal to, or better than, comparable 4th grade pupils who have not experienced Follow Through.

All communities are to be held responsible for conducting some type of 4th grade follow up study. Data should be collected by people other than classroom teachers and reported to sponsor as raw and standard scores.

Teacher

Objective: At the end of the 1973-74 school year, at least 90% of the Follow Through teachers will correctly identify all seven of the Desirable Teaching Behaviors from a videotape.

The sponsor will be responsible for collecting these data.

Objective: During the 1973-74 school year, a randomly selected sample of teachers will show an average increase of at least one DTB in planning sessions with parent educators.

The sponsor will collect these data in the four PECE communities. Those not included in the sponsor sample must state an objective regarding teacher use of DTBs to be measured locally.

Objective: During the 1973-74 school year, 95% of a sample of teachers will use parent educators in classroom instructional activities at least 30% of the time observed.

These data will be collected by the sponsor in those communities which are part of the Banta sample. The sponsor will use the Taxonomy of Classroom Activities. Those communities which are not part of the Banta sample must state an objective related to effective use of parent educators in classroom instructional activities. Those communities will be held responsible for collecting the appropriate data.

Objective: During the 1973-74 school year, 60% of sample of teachers will engage in at least 1 1/2 hours per week of planning time for home visits and task building with each parent educator.

Communities will be held responsible for collecting these data.

Parent Educators

Objective: At the end of the 1973-74 school year, at least 80% of the parent educators will correctly identify all seven of the Desirable Teaching Behaviors from a videotape.

The sponsor will be responsible for collecting these data.

Objective: During the 1973-74 school year, a randomly selected sample of parent educators will show an average increase of at least one DTB used when presenting tasks to parents.

The sponsor will collect these data from a sample of communities using the PECE. Those communities not included in the sample must state their own objectives relating to the use of DTBs by paraprofessionals, and must collect data to assess the objective.

Objective: During the 1973-74 school year, new parent educators will show a positive increase in self-concept as measured by the subscales of the How I See Myself on a pretest - posttest basis.

The sponsor shall be responsible for collecting these data.

Objective: During the 1973-74 school year, new parent educators will show a change toward a more internal locus of control as measured by the Social Reaction Inventory (SRI).

The sponsor shall be responsible for collecting these data.

The Community

Objective: (Communities need to state objectives for the involvement of parents in construction and review of tasks, e.g., provide evidence that parents have developed tasks.)

The sponsor will have some access to data from the PEWR, but communities need to elaborate.

Local Options

During the December conference, a number of the objectives contained in the October 30 proposal were identified as "local options." These objectives represent lower priorities of the sponsor and are not required in community proposals. However, some communities might wish to include the objective (or a modification) and should do so with the realization that

it alone is responsible for collecting data. Objectives in this category are as follows:

The Parent

Objective: By the end of the 1972-73 school year, at least 80% of a randomly selected sample of mothers (parents) will correctly identify at least four (4) of the Seven Desirable Teaching Behaviors (DTBs).

Objecitve: During the 1972-73 school year, parents will demonstrate an increased knowledge of the PAC.

Objective: During the 1972-73 school year, parents will increase or maintain at a high level their reported use of educational-recreational facilities.

Objective: During the 1972-73 school year, a selected sample of parents will demonstrate an increase in, or maintenance of, positive feelings of interpersonal adequacy and competence.

Objective: During the 1972-73 school year, a selected sample of mothers will demonstrate an increase in, or maintenance of, feelings of control over their lives.

The Teacher

Objective: During the 1972-73 school year, teachers will show an increase, or a maintenance at a high level, of morale (Purdue).

Sponsor Evaluation

Some objectives within the October 30 proposal were identified as related to sponsor evaluation only, and should not appear in community proposals. These objectives were:

1. By the end of the 1972-73 school year, a randomly selected sample of Follow Through children will demonstrate more initiative in social situations.

2. By the end of the 1972-73 school year, a randomly selected sample of Follow Through children will show more innovative behavior.

3. By the end of the 1972-73 school year, a randomly selected sample of children will show more curiosity behavior.

4. During the 1972-73 school year, a randomly selected sample of parent educators will show an increase in the completeness of the home visit with mothers as evidenced by an increase in the number of topics covered.

Appendix 2

Results from the Home Environment Review

by Individual Community

Community K-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=135

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.28	3.53	4.28	3.29	3.63	3.47	3.39	2.98	4.17
	S	0.47	1.27	0.91	0.98	1.42	0.93	0.90	1.22	0.84
Post	$\bar{X}$	4.29	3.46	4.29	3.34	3.74	3.60	3.63	3.13	4.22
	S	0.47	1.18	0.90	0.93	1.30	0.84	0.82	1.16	0.87
t-Values		0.17	-0.61	0.08	0.56	0.80	1.60	2.81	1.31	0.62

Community K-Non Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=68

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.47	3.76	4.22	3.67	4.65	4.22	4.04	3.79	4.27
	S	0.53	1.16	0.79	0.90	0.85	0.79	0.70	1.08	0.73
Post	$\bar{X}$	4.50	4.32	4.47	3.85	4.69	4.34	4.25	4.07	4.44
	S	0.53	0.96	0.58	0.73	0.76	0.78	0.63	0.99	0.78
t-Values		0.62	3.52	2.24	1.54	0.36	0.94	1.98	1.77	1.33

Community L-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=356

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.41	3.30	4.10	3.53	3.68	3.51	3.47	2.82	4.07
	S	0.55	0.98	0.93	0.92	1.27	0.96	0.95	1.34	0.96
Post	$\bar{X}$	4.49	3.33	4.10	3.68	3.90	3.70	3.63	3.09	4.22
	S	0.54	1.03	0.89	0.95	1.25	0.98	0.97	1.38	0.87
t-Values		2.50	0.49	0.00	2.74	3.05	3.52	2.88	3.26	2.58

Community L-Non-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=53

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.62	3.66	4.28	3.73	3.86	3.92	3.79	3.62	4.24
	S	0.59	1.03	0.84	0.92	1.28	0.91	1.04	1.33	0.83
Post	$\bar{X}$	4.72	3.64	4.21	4.11	4.58	4.32	4.26	3.70	4.49
	S	0.49	1.06	1.16	0.89	0.77	0.82	0.68	1.26	0.72
t-Values		1.15	-0.13	-0.41	3.11	4.47	3.04	3.53	0.42	1.90

Community N-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=109

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.10	3.40	4.20	3.19	3.18	3.35	3.31	2.66	4.12	
	S	0.30	1.00	0.48	0.77	1.48	0.76	0.71	1.25	0.87	
Post	$\bar{X}$	4.12	3.48	4.23	3.26	3.37	3.68	3.68	3.36	4.49	
	S	0.32	1.01	0.86	0.95	1.42	0.99	0.78	1.19	0.74	
t-Values		0.53	0.65	0.29	0.63	1.24	3.38	4.92	5.50	4.17	

Community N-Non-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=93

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Peers
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.49	3.80	4.18	3.41	4.27	4.03	3.89	3.22	4.25	
	S	0.52	1.12	0.91	6.83	1.13	0.93	0.79	1.23	0.80	
Post	$\bar{X}$	4.49	4.13	4.50	3.69	4.54	4.13	4.14	3.73	4.57	
	S	0.50	1.01	6.76	0.85	0.93	0.82	0.65	1.18	0.63	
t-Values		0.000	2.61	3.98	3.12	2.30	1.60	3.48	3.85	3.66	

Community Q-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=378

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.37	3.54	4.28	3.49	3.79	3.65	3.54	3.05	4.07	
	S	0.55	1.07	0.85	1.07	1.31	1.02	1.00	1.31	1.05	
Post	$\bar{X}$	4.37	3.48	4.13	3.53	3.87	3.69	3.54	3.30	1.89	
	S	0.54	1.04	0.90	0.97	1.24	1.09	0.97	1.23	1.09	
t-Values		-0.18	-0.95	-3.14	0.74	1.14	0.70	0.14	3.85	-24.35	

Community R-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=448

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.35	3.27	3.92	3.37	3.29	3.06	3.17	2.64	3.77
	S	0.60	0.94	0.98	0.91	1.37	0.96	0.97	1.24	1.02
Post	$\bar{X}$	4.36	3.24	4.08	3.46	3.45	3.03	3.31	2.77	3.78
	S	0.54	1.00	0.93	0.92	1.38	1.08	0.96	1.30	0.96
t-Values		0.35	-0.42	2.80	1.71	2.27	-0.41	2.58	1.94	0.16

Community R-Non-Qualified

Means and Standard Deviations for Nine HER Scales with Univariate t-tests

N=224

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.52	3.26	4.19	3.98	3.83	3.68	3.69	2.99	4.02	
	S	0.59	1.61	0.86	0.88	1.25	0.92	0.91	1.28	0.93	
Post	$\bar{X}$	4.52	3.55	4.22	3.58	4.01	3.69	3.78	3.17	3.98	
	S	0.50	1.08	0.84	0.96	1.24	1.06	0.91	1.26	0.98	
t-Values		0.00	3.17	0.35	1.16	1.80	0.17	1.20	1.73	-0.58	

Community S-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=435

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.23	3.18	4.17	3.37	3.14	3.25	3.20	2.55	4.05	
	S	0.60	1.00	0.86	1.00	1.42	0.97	1.01	1.34	0.99	
Post	$\bar{X}$	4.23	3.20	4.16	3.31	3.37	3.49	3.42	2.57	4.04	
	S	0.53	1.07	0.95	0.98	1.37	0.98	1.01	1.37	1.00	
t-Values		0.00	0.40	-0.27	-1.56	2.36	2.61	3.11	0.36	-0.19	

Community S-Non-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=199

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.35	3.05	4.00	3.25	3.72	3.42	3.39	2.80	4.08
	S	0.62	0.95	0.96	0.91	1.34	0.93	0.89	1.29	1.00
Post	$\bar{X}$	4.34	3.20	4.02	3.33	3.80	3.53	3.55	2.82	4.10
	S	0.55	0.99	1.04	1.04	1.29	1.00	0.98	1.39	0.94
t-Values		-0.23	1.99	0.34	1.61	1.27	1.43	1.74	0.08	0.18

Community T-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=356

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.28	3.43	4.11	3.32	3.56	3.42	3.38	2.68	4.22	
	S	0.54	1.13	0.97	1.02	1.37	0.96	0.98	1.31	0.89	
Post	$\bar{X}$	4.28	3.30	4.06	3.32	3.68	3.46	3.48	2.82	4.19	
	S	0.53	1.12	0.97	0.91	1.25	0.90	0.89	1.27	0.92	
t-Values		0.00	-1.94	-0.78	0.00	1.79	0.76	2.01	1.81	-0.51	

Community T-Non-Qualified

Means and Standard Deviations on Nine HER Scales with Univariate t-tests

N=194

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales								
		1	2	3	4	5	6	7	8	9
Pre	$\bar{X}$	4.43	3.62	4.31	3.71	4.15	3.87	3.92	3.33	4.27
	S	0.60	1.19	0.92	0.98	1.15	0.98	0.91	1.33	0.91
Post	$\bar{X}$	4.43	3.59	4.24	3.71	4.28	3.89	3.89	3.41	4.28
	S	0.59	1.14	0.94	0.92	0.98	0.90	0.90	1.28	0.91
t-Values		-0.10	-0.25	-0.86	0.00	1.51	0.33	-0.30	0.79	0.14

Community U-Qualified

Means and Standard Deviations on HER Scales with Univariate t-tests

N=130

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities Outside the Home
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.45	2.85	3.73	3.03	3.20	2.95	3.01	3.01	3.65	
	S	0.61	0.99	0.76	0.88	1.46	0.90	0.84	1.24	0.90	
Post	$\bar{X}$	4.38	3.22	3.87	3.25	3.78	3.15	3.31	3.30	3.85	
	S	0.66	1.01	0.80	0.88	1.32	0.90	0.91	1.19	0.99	
t-Values		-1.24	3.59	1.61	2.48	5.21	2.57	4.26	2.95	2.00	

Community U-Non-Qualified

Means and Standard Deviations for Nine HER Scales with Univariate t-tests

N=122

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.70	2.90	4.02	3.01	4.00	3.52	3.41	3.38	3.84	
	S	0.51	0.95	0.65	0.84	1.03	0.75	0.74	0.99	0.83	
Post	$\bar{X}$	4.75	3.22	3.99	3.29	4.24	3.66	3.66	3.50	3.98	
	S	0.50	1.07	0.79	0.86	1.07	0.80	0.77	0.99	0.96	
t-Values		1.02	3.01	-0.43	3.01	2.24	1.69	3.10	1.05	1.33	

Community U-Non-Qualified

Means and Standard Deviations for Nine HER Scales with Univariate t-tests

N=122

Scales:
1) Expectations for Child's Schooling
2) Awareness of Child's Development
3) Rewards for Intellectual Attainment
4) Press for Language Development
5) Availability and Use of Supplies for Language Development
6) Learning Opportunities
7) Materials for Learning in the Home
8) Reading Press
9) Trust in School

		Scales									
		1	2	3	4	5	6	7	8	9	
Pre	$\bar{X}$	4.70	2.90	4.02	3.01	4.00	3.52	3.41	3.38	3.84	
	S	0.51	0.95	0.65	0.84	1.03	0.75	0.74	0.99	0.83	
Post	$\bar{X}$	4.75	3.22	3.99	3.29	4.24	3.66	3.66	3.50	3.98	
	S	0.50	1.07	0.79	0.86	1.07	0.80	0.77	0.99	0.96	
t-Values		1.02	3.01	-0.43	3.01	2.24	1.69	3.10	1.05	1.33	

Appendix 3

Report on Parent Interviews Conducted

in Alachua County, Florida 1973

Parental Attitudes Toward the Follow Through Program*

Introduction

The Florida Parent Education Follow Through Program, adopted in eleven communities in ten states, was implemented as a sponsor research and development program in two schools within the Alachua County, Florida Public School System for the school years 1971-72 and 1972-73. A total of 22 classrooms were involved: eight classrooms, K-6, at Lake Forest, and 14 classrooms, K-5, at Sidney Lanier. Paraprofessionals living in the community worked in the classrooms and visited parents in the home on a regular basis.

A survey conducted at the end of the 1971-72 school year assessed the attitudes of parents involved in the program (McDowell report). In May, 1973, a similar survey was conducted which not only provided data about parental attitudes but also offered an opportunity for comparison between the original Florida Follow Through Model and a model variation. At Sidney Lanier School the use of team teaching procedures led to the assignment of only one paraprofessional to each teacher, while at Lake Forest two paraprofessionals worked with each teacher in self-contained classrooms. Thus at Lake Forest, the model was implemented as it usually is in regular Florida Model communities throughout the country, while at Sidney Lanier, the variation of the model allowed for a comparison of the effectiveness of a one paraprofessional per classroom model in which the paraprofessional visits each child every other week.

---

*Betty Bozler, Doctorial Student, University of Florida and Judith McMurray, Graduate Student, University of Florida, Institute for Development of Human Resources, College of Education. Under the directorship of Ira. J. Gordon, Director, Institute for Development of Human Resources.

The socioeconomic level in Alachua County is not typical of that found in regular Florida Follow Through programs. In regular Follow Through communities the proportion of lower to upper socioeconomic families represented in Follow Through classrooms varies from 50 to 90 percent. In Alachua County the upper socioeconomic families outnumber the lower socioeconomic families approximately 66 percent to 33 percent. This situation then, provides a basis for examining the generalizability of the model to other socioeconomic populations. More specifically, will the model be as effective with an upper income group as with a lower income group?

I. Development of the Questionnaire

The original 1971-72 interview questionnaire was revised in May, 1973, by Dr. Ira Gordon assisted by Ms. Judith McMurray and submitted for final approval to Dr. Gordon Greenwood and Ms. Dorothy Sterling. A copy of the questionnaire is included at the end of this report as well as suggestions for revision for future studies. In actual field use, some of the questions proved unwieldy and required clarification by the interviewers.

II. Sampling Procedures

The 22 classes involved in the program included 609 children. Of this total, 327 homes were above poverty level and 282 were below the poverty level. The ratio of above poverty to below poverty homes was found to be two to one within each classroom as well as within the total sample.

Within each classroom a stratified sample (delineated by economic level) was chosen using a table of random numbers. A sample size of 64 (10 percent of the total population) was chosen; this consisted of two upper income level children and one lower income child from each class. One additional upper income level child was included in the sample from the Lake Forest kindergarten due to the fact that there was a team teaching situation resulting in a larger ratio of upper to lower income level families. In this manner then, the sample reflected the greater number of upper income level families.

The total sample from Lake Forest consisted of 22 families: 15 upper income and seven lower income. At Sidney Lanier, the total sample was 42: 28 upper income and 14 lower income. Following the interview, it was discovered that five college student families had been included in the lower income group. These five families could not be identified since the names of interviewees were not recorded to insure confidentiality. Thus the Sidney Lanier results may be slightly skewed as these student families, while definitely having low incomes, fall, on the basis of other criteria, into the upper socioeconomic group.

III. Field Interviews

An appointment was made with each family by phone, with the exclusion of those families without phones, prior to the interview. A standardized guide for phone calls was devised to ensure that parents understood the purpose of the questionnaire, the research group conducting the evaluation, and the confidential treatment of all interviews. For those families selected for the interview who did not have telephones, an explanatory letter and short appointment form (see page 70 & 71) were devised

and sent out. The parents were asked to indicate a convenient time of day for an interview and return it in the self-addressed, stamped envelope provided. This method did not reap much response; in fact, only two out of 10 families that received the letter responded at all.

The interviewers were informed of the appointment and interview procedures and were acquainted with the interview instrument. In addition, a letter of introduction (see page 72) signed by Dr. Ira Gordon, was taken into each home and presented to the parents before the interview began.

IV. Results

Since the sample was delineated by school and along economic lines several comparisons may be made from the data. Questions answerable by a simple yes and no response, are presented in terms of the total number of yes to the total number of no and undecided responses.

Similarly, yes, no and undecided totals across the whole sample have been analysed for upper and lower income parents. In addition, within each school, the responses to the questions have been tallied and further divided to indicate responses from upper and lower income level families. All of these totals, including percents are included in Table I.

Questions that did not lend themselves to yes/no responses, are presented separately in Table II. The data is again tallied across schools and economic level, as well as within schools and economic levels.

TABLE I

	SIDNEY LANIER (42)																LAKE FOREST													
	LOWER (14)								UPPER (28)								LOWER (7)								UPPER (15)					
	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%
4 A	14	100							28	100							7	100							15	100						
4 B	13	92.9	1	7.1					27	96.4	1	3.6					7	100							15	100						
5	3	21.4	11	78.6					4	14.3	20	71.4	3	10.7	1	3.6	1	14.3	6	85.7					3	20.0	12	80.0				
6	5	35.7	8	57.1	1	7.1			6	21.4	22	78.6					2	28.6	5	71.4					3	20.0	12	80.0				
7	4	28.6	10	71.4					6	21.4	22	78.6							7	100					5	33.3	10	66.7				
8	3	75.0	1	25.0					5	83.3					1	16.7									3	60.0					2	40.0
8 A	3	75.0					1	25.0	5	83.3			1	16.7											3	60.0					2	40.0
10	11	78.5	2	14.3	1	7.1			23	82.1	4	14.3			1	3.6	7	100							11	73.3	2	13.3	2	13.3		
11	14	100							28	100							7	100							15	100						
12	12	85.7	2	14.3					21	75.0	6	21.4			1	3.6	6	85.7	1	14.3					14	93.3	1	6.7				
13	12	85.7	2	14.3					21	75.0	5	17.9	1	3.6	1	3.6	7	100							12	80.0	3	20.0				
14	13	92.9					1	7.1	23	82.1	4	14.3	1	3.6			5	71.4	2	28.6					13	86.7	2	13.7				
15 A	8	57.1	2	14.3	4	28.6			12	42.9	10	35.7	3	10.7	3	10.7	1	14.3	5	71.4	1	14.3			7	46.7	7	46.7	1	6.7		
17	11	78.6	3	21.4					20	71.4	6	21.4	1	3.6	1	3.6	5	71.4	2	28.6					9	60.0	4	26.7	1	6.7	1	6.7
18	1	33.3	1	33.3			1	33.3	3	50.0	3	50.0							2	100					1	25.0	3	75.0				
19 A	5	45.5	5	45.5			1	9.1	8	400	8	40.0	1	5.0	3	15.0	3	60.0	2	40.0					2	22.2	5	55.6			2	22.2
19 B*	1	20.0	2	40.0	2	40.0			4	50.0	3	37.5			1	12.5	2	66.7	1	33.3					2	100						
19 C*	5	100							2	25.0	3	37.5	2	25.0	1	12.5	3	100							2	100						
20	13	92.9			1	7.1			24	85.7	2	7.1	2	7.1			7	100							12	80.0	3	20.0				

+ = Yes - = No 0 = Undecided Bk = Blank

*Depends on 19A, yes.

TABLE I

	TOTALS																SIDNEY JANIES								LAKE FOREST								TOTAL SIDNEY JANIES & LAKE FOREST							
	MEN								WOMEN																															
	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h
4 A	23	100							43	100							42	100							22	100							64	100						
4 B	20	95.2	1	4.8					42	97.7	1	2.3					40	95.2	2	4.8					27	100							67	98.5	1	1.5				
5	8	38.1	13	61.9					7	16.3	32	74.4	3	7.0	1	2.3	7	16.6	31	73.8	3	7.1	1	2.4	4	18.2	18	81.8							11	17.7	49	79.0	3	4.8	1	1.6
6	7	33.3	13	61.9	1	4.8			9	20.9	34	79.1					11	26.2	30	71.4	1	2.4			5	22.7	17	77.3							16	25.0	47	73.4	1	1.6		
7	6	39.1	17	60.9					11	25.6	32	74.4					10	23.8	32	76.2					5	22.7	17	77.3							15	23.4	49	76.6				
8	3	75.0	1	25.0					8	72.7					3	27.3	8	80.0	1	10.0			1	10.0	3	60.0					2	40.0	11	73.3	1	6.7			3	20.0
8 A	3	75.0						25.0	8	72.7			1	9.1	2	18.2	8	80.0			1	10.0	1	10.0	3	60.0					2	40.0	11	73.3			1	6.7	3	20.0
10	18	85.7	2	9.5	1	4.8			34	79.1	6	13.9	2	4.7	1	2.3	34	81.0	6	14.3	1	2.4	1	2.4	18	81.8	2	9.0	2	9.0			52	81.3	8	12.5	3	4.7	1	1.6
11	21	100							43	100							42	100							22	100							64	100						
12	17	85.0	3	15.0					35	81.4	7	16.3			1	2.3	33	78.6	8	19.0			1	2.4	20	90.9	2	9.0					53	82.8	10	15.6			1	1.6
13	19	90.5	2	9.5					33	76.7	8	18.6	1	2.3	1	2.3	33	78.6	7	16.7	1	2.4	1	2.4	19	86.4	3	13.6					52	81.3	10	15.6	1	1.6	1	1.6
14	19	95.7	2	9.5			1	4.8	36	83.7	6	13.9			1	2.3	36	85.7	4	9.5			2	2.4	18	81.8	4	18.2					54	84.4	8	12.5			2	3.1
15 A	9	42.9	7	33.3	5	23.8			19	44.2	17	39.5	4	9.3	3	7.0	20	47.6	12	28.6	2	16.7	3	7.1	9	36.5	12	54.5	2	9.0			28	43.8	24	37.5	2	14.1	3	46.9
17	16	76.2	5	23.8					29	67.4	10	23.3	2	4.7	2	4.7	31	73.8	9	21.4	1	2.4	1	2.4	14	63.6	6	27.3	1	4.5	1	4.5	45	70.3	15	23.4	2	3.1	2	3.1
18	1	20.0	3	60.0			1	20.0	4	40.0	6	60.0					4	44.4	4	44.4			1	11.1	1	16.7	5	55.6					5	33.3	9	60.0			1	6.7
19 A	8	53.3	7	43.8			1	6.3	10	34.5	13	44.8	1	3.5	5	17.2	11	41.8	13	41.9	1	3.2	4	12.9	5	38.5	7	50.0	2	14.3			18	40.0	20	44.4	3	6.7	4	8.9
19 B	3	37.5	3	37.5	2	25.0			6	60.0	3	30.0			1	10.0	5	38.5	5	38.5	2	15.4	1	7.7	4	80.0	1	20.0					9	50.0	8	33.3	2	11.1	1	5.6
19 C	8	100							4	40.0	3	30.0	2	20.0	1	10.0	7	53.8	3	23.1	2	15.4	1	7.7	5	100							12	66.6	3	16.6	2	11.1	1	5.6
20	20	95.2			1	4.8			36	85.7	5	11.6	2	4.7			37	85.0	2	4.8	3	7.1			17	86.3	3	13.6					56	87.5	5	7.8	3	4.7		

TABLE I

	SIDNEY LANIER																LAKE FOREST													
	LOWER								UPPER								LOWER								UPPER					
	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%	+	%	-	%	0	%	Bk	%
22	13	92.9	1	7.1					27	96.4	1	3.6					7	100							13	86.7	2	13.3				
23	9	64.3	5	35.7					16	57.1	12	42.9					2	28.6	5	71.4					12	80.0	3	20.0				
24 A	8	57.1	6	42.9					5	17.9	22	78.6			1	3.6	2	28.6	4	57.1	1	14.3			4	26.7	11	73.3				
25 A	5	35.7	9	64.3					12	42.9	15	53.6	1	3.6			1	14.3	6	85.7					9	60.0	6	40.0				
25 B	3	60.0			2	40.0			9	75.0	1	8.3	1	8.3	1	8.3	1	100							6	66.7	1	11.1	2	22.2		
27 A	4	28.6	10	71.4					5	17.9	23	82.1							7	100							14	93.3			1	6.7
28 A	2	14.3	11	78.6	1	7.1			2	7.1	26	92.9					1	14.3	4	57.1	1	14.3	1	14.3	3	20.0	12	80.0				
29 A	1	7.1	13	92.9							24	85.7	3	10.7	1	3.6			7	100							14	93.3	1	6.7		
33 A	13	92.9	1	7.1					16	57.1	4	14.3	5	17.9	3	10.7	5	71.4			1	14.3	1	14.3	14	93.3	1	6.7				
33 B	7	53.8	3	23.1	2	15.4	1	7.7	14	87.5	2	12.5					4	80.0			1	20.0			7	50.0	3	21.4	4	28.6		
34 A	5	35.7	7	50.0	1	7.1	1	7.1	8	28.6	9	32.1	8	28.6	3	10.7	1	14.3	3	42.9	1	14.3	2	28.6	10	66.7	5	33.3				
34 B	3	60.0	2	40.0					4	80.0	1	12.5	3	37.5			1	100							5	50.0			4	40.0	1	10.0
35 A	12	85.7	1	7.1	1	7.1			20	71.4	3	10.7	4	14.3	1	3.6	1	14.3	1	14.3	3	42.9	2	28.6	11	73.3	3	20.0	1	6.7		
35 B	5	41.7	5	41.7	2	16.6			10	50.0	6	30.0	4	20.0					1	100					8	72.7			3	27.3		
36	12	85.7	2	14.3					25	89.3	2	7.1	1	3.6			5	71.4			2	28.6			13	86.7	2	13.3				
37 A	11	78.6	1	7.1	1	7.1	1	7.1	25	89.3	2	7.1	1	3.6			5	71.4			2	28.6			11	73.3	1	6.7	2	13.3	1	6.7
38	8	57.1	6	42.9					17	60.7	9	32.1	2	7.1			4	57.1	2	28.6	1	14.3			8	53.3	5	33.3	2	13.3		
39	12	85.7	1	7.1			1	7.1	24	85.7	2	7.1			2	7.1	6	85.7			1	14.3			13	86.7	1	6.7	1	6.7		
40	12	85.7	1	7.1	1	7.1			22	78.6	1	3.6	3	10.7	2	7.1	4	57.1			3	42.9			14	93.3			1	6.7		

TABLE I

	TOTALS															SIDNEY LANIER									LAKE FOREST									TOTAL SIDNEY LANIER & LAKE FOREST							
	TOTAL								UPPER																																	
22	20	95.2	1	4.8					40	93.0	3	7.0				40	95.0	2	4.8																						
23	11	52.4	10	47.6					28	65.1	15	34.9				25	59.5	17	40.5						22	90.9	2	9.0						60	93.8	4	6.2				
24 A	10	47.6	10	47.6	1	4.8			9	20.9	33	76.7			1	2.3	13	31.0	28	66.7			1	2.4	14	63.6	8	36.3						39	60.9	25	39.0				
25 A	6	28.6	15	71.4					21	48.8	21	48.8	1	2.3			17	40.5	24	57.1	1	2.4			6	27.3	15	68.1	1	4.5				19	29.7	43	67.0	1	1.6	1	1.6
25 B	4	66.7			2	33.3			15	71.4	2	9.5	3	14.3	1	4.8	12	70.6	1	5.9	3	17.6	1	5.9	10	45.5	12	54.5						27	42.2	36	56.2	1	1.6		
27 A	4	19.1	17	80.9					5	11.6	37	86.1			1	2.3	9	21.0	33	78.6					7	70.0	1	10.0	2	20.0				19	70.4	2	7.4	5	18.5	1	3.7
28 A	3	14.3	18	71.4	2	9.5	1	4.8	5	11.6	38	88.4					4	9.5	37	88.0	1	2.4					21	95.4	1	4.5				9	14.1	54	84.0	1	1.6		
29 A	1	4.8	20	95.2							38	88.4	4	9.3	1	2.3	1	2.4	37	88.0	3	7.1	1	2.4	4	18.2	16	72.7	1	4.5	1	4.5	8	12.5	53	82.8	2	3.1	1	1.6
33 A	19	85.7	1	4.8	1	4.8	1	4.8	30	69.8	5	11.6	5	11.6	3	7.0	29	69.0	5	11.9	5	11.9	3	7.1			21	95.4	1	4.5				1	1.6	58	90.6	4	6.2	1	1.6
33 B	11	51.1	3	16.7	3	16.7	1	5.6	21	70.0	5	16.7	4	13.3			21	72.4	5	17.2	2	6.9	4	13.4	19	86.4	1	4.5	1	4.5	1	4.5	48	75.0	6	9.4	6	9.4	4	6.2
34 A	6	28.6	10	47.6	2	9.5	3	14.3	18	41.9	14	32.6	8	18.6	3	6.9	13	31.0	16	38.0	9	21.4	4	9.5	11	57.9	3	15.8	6	31.6			32	65.3	8	16.3	8	16.3	1	2.0
34 B	4	66.7	2	33.3					9	50.0	1	5.6	7	38.8	1	5.6	7	53.8	3	23.0	3	23.0			11	50.0	8	36.4	1	4.5	2	9.0	24	57.5	24	57.5	10	15.6	6	9.4
35 A	13	61.9	2	9.5	4	19.1	2	9.5	31	72.1	6	14.0	5	11.6	1	2.3	32	76.0	4	9.5	5	11.9	1	2.4	6	54.5			4	36.3	1	9.0	13	54.2	3	12.5	7	29.2	1	4.2
35 B	5	38.5	6	46.2	2	15.4			18	58.1	6	19.3	7	22.6			15	68.9	11	34.4	6	18.8			12	54.5	4	18.2	4	18.2	2	9.0	44	68.8	8	12.5	9	14.1	3	4.7
36	17	81.0	2	9.5	2	9.5			36	58.4	4	9.3	1	2.3			27	88.0	4	9.8	1	2.4			8	66.7	1	8.3	3	25.0			23	52.3	12	27.3	9	20.5		
37 A	16	76.2	1	4.8	3	14.3	1	4.8	36	83.7	3	7.0	3	7.0	1	2.3	36	85.7	3	7.1	2	4.8	1	2.4	18	81.8	2	9.0	2	9.0			52	85.9	6	9.4	3	4.7		
38	12	57.1	8	38.1	1	4.8			25	58.1	14	32.6	4	9.3			25	59.5	15	35.7	2	4.8			16	72.7	1	4.5	4	18.2	1	4.5	52	81.3	4	6.2	6	9.4	2	3.1
39	19	85.7	1	4.8	1	4.8	1	4.8	37	86.0	3	7.0	1	2.3	2	4.7	36	86.0	3	7.1			3	7.1	12	54.5	7	31.8	3	13.6			37	57.8	22	33.4	5	7.8		
40	16	76.2			4	19.1	1	4.8	36	83.7	1	2.3	4	9.3	2	4.7	34	81.0	2	4.8	4	9.5	2	4.8	18	81.8			4	18.2			55	85.9	4	6.2	2	3.1	3	4.7
																																52	81.3	2	3.1	8	12.5	2	3.1

TABLE II

	SIDNEY LANIER				LAKE FOREST				TOTALS				SIDNEY LANIER		LAKE FOREST		TOTAL Sidney Lanier & Lake Forest	
	LOWER		UPPER		LOWER		UPPER		LOWER		UPPER							
9 a) working--didn't have time	4	30	15	68.2	6	85.7	5	50.0	10	58.8	20	62.5	19	59.4	11	64.7	30	60
b) not invited							2	20.0			2	6.3			2	11.8	2	4
c) don't feel parents should go to classrooms																		
d) other																		
blank	1	10	2	9.1			1	10.0	1	5.9	3	9.4	3	9.4	1	5.9	4	8
working and not invited	3	30	4	18.2	1	14.3			4	23.5	4	12.5	7	21.9	1	5.9	8	16
TOTAL	2	20	1	4.5			2	20.0	2	11.8	3	9.4	3	9.4	2	11.8	5	10
	10	100%	22	100%	7	100%	10	100%	17	100%	32	100%	32	100%	17	100%	50	100%
15 a) favorable	11	78.6	17	60.7	4	57.1	11	73.3	15	71.4	28	65.1	28	66.7	15	68.2	43	67.2
unfavorable			3	10.7			2	13.3			5	11.6	3	7.1	2	9.1	5	7.8
neutral	2	14.3	8	28.6	3	42.9	2	13.3	5	23.8	10	23.3	10	23.8	5	22.7	15	23.4
blank	1	7.1							1	4.8			1	2.4			1	1.6
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
21. home	10	71.4	25	89.3	6	85.7	13	86.6	15	76.2	38	88.4	35	83.3	19	86.4	54	84.4
school							1	6.7			1	2.3			1	4.5	1	1.6
elsewhere									1	4.8	1	2.3					2	3.1
home and school	1	7.1	1	3.6					2	9.5	2	4.7	2	4.8	2	9.1	4	6.2
blank	1	7.1	1	3.6	1	14.3	1	6.7	2	9.5	1	2.3	3	7.1			3	4.7
TOTAL	2	14.3	1	3.6					2	9.5			42	100%	22	100%	64	100%
	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%						
24 b) twice a month			1	3.6							1	2.3	1	2.4			1	1.6
once a month	1	7.1	1	3.6	1	14.3	1	6.7	2	9.5	2	4.7	2	4.8	2	9.1	4	6.2
twice a year	1	7.1	3	10.7			1	6.7	1	4.8	4	9.3	4	9.5	1	4.5	5	7.8
once a year			1	3.6			1	6.7			2	4.7	1	2.4	1	4.5	2	3.1
as often as possible													1	2.4			1	1.6
undecided	1	7.1							1	4.8			1	2.4	1	4.5	2	3.1
blank	1	7.1			1	14.3			2	9.5								
TOTAL	10	71.4	22	78.6	5	71.4	12	80.0	15	71.4	34	79.1	32	76.2	17	77.3	49	76.6
	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
25 a) once a week	1	7.1	2	7.1	4	57.1	13	86.7	5	23.8	15	34.9	3	7.1	17	77.3	20	31.2
every two weeks	10	71.4	20	71.4	2	28.6	2	13.3	12	57.1	22	51.2	30	71.4	4	18.2	34	53.1
less	3	21.4	6	21.4	1	14.3			4	19.1	6	14.0	9	21.4	1	4.5	10	15.6
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
25 b) too much			1	3.6	1	14.3	4	26.7	1	4.8	5	11.6	1	2.4	5	22.7	6	9.4
too little									2	9.5	3	7.0	5	11.9			5	7.8
just right	2	14.3	3	10.7									34	81.0	16	72.7	50	78.1
blank	12	85.7	22	78.6	6	85.7	10	66.6	18	85.7	32	74.4	2	4.8	1	4.5	3	4.7
TOTAL			2	7.1			1	6.7			3	7.0						
	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%
32 a) yes, a great deal of effect	2	14.3	6	21.4	1	14.3	7	46.7	3	14.3	13	30.2	8	19.1	8	36.4	16	25.0
yes, a little effect	6	42.8	10	35.7	2	28.6	2	13.3	8	38.1	12	27.9	15	35.1	4	18.2	20	31.2
None	6	42.8	12	42.9	4	57.1	6	40.0	10	47.6	18	41.9	19	45.3	10	45.4	33	45.8
TOTAL	14	100%	28	100%	7	100%	15	100%	21	100%	43	100%	42	100%	22	100%	64	100%

V. Discussion of Results

A general overview of the questionnaire responses indicates that parents were favorable towards the Follow Through program in both schools. Question 1, requesting initial reactions to the program revealed 52 positive responses to 11 negative and one unanswered response. Similar findings were noted when parents were asked for their present reactions to the Follow Through program (Question 2) which elicited 52 positive, six negative and four undecided responses. The same questions were contained in last year's unpublished study and the same favorable outlook on Follow Through was noted (32 responses of a total sample size of 42 were positive with eight negative responses).

Another question (#41) which gave the parents an opportunity for further comment confirmed these positive outlooks towards the program. Of the 39 interviewees who commented, 30 parents strongly supported the program; 10 of these specifically verbalized their desire that the program continue; other comments included expressions of "delight" and "enjoyment" with the program. Of these 30 parents three commented that although their parent educator was not doing her job, they realized the potential of the program and wished its continuation. There were nine negative comments about the program. However, three of these liked the program and restricted their negative comments to the lack of individuality in the home learning activities.

Goal Verbalization

We were particularly interested in the parents' ability to verbalize the goals of the program; the supposition being that if the parent could verbalize the goals there must be definite understanding of the program aims.

Question 3, examines this area of goal understanding. In analyzing the responses, it became apparent that there were two levels of goal understanding. The highest level of understanding included an awareness of the importance of the parent-child interaction. The second level of understanding was more limiting in that the parent focused on only one significant portion of the program rather than the totality. Included in this category were responses which limited program objectives to "parent-school cooperation," "helping the child," or "enrichment of the child's learning." Of the 51 out of 64 parents who could verbalize the goals, 35 were included in the higher level of goal understanding and 16 demonstrated limited understanding as illustrated in Table III. When asked to verbalize goals, seven parents stated that they had no idea, or merely said that they hoped the program would continue. Another six parents stated a goal but their response was indicative of a misunderstanding. Such responses included: "help the teacher know the child better," or "the program was geared to underprivileged children." This was in contrast to last year's study which found 28 of the 42 families unable to state appropriate program goals. Only 14 of the 42 parents of last year's study could verbalize any goal compared with 51 of 64 parents in this year's study.

TABLE III

Question #3--Goal Verbalization

		SIDNEY LANIER			LAKE FOREST			SCHOOLS COMBINED		
		Lower Income	Upper Income	Lower & Upper Combined	Lower Income	Upper Income	Lower & Upper Combined	Lower Income	Upper Income	Lower & Upper Combined
High Level Goal Verbalization	No.	9	14	23	5	7	12	14	21	35
	%	64	50	54.8	71	47	54.5	66.7	48.8	54.7
Low Level Goal Verbalization	No.	4	7	11	1	4	5	5	11	16
	%	20.6	25	26.2	14.3	26.7	22.7	23.8	25.6	25
Higher & Lower Level Goal Verbalization Combined	No.	13	21	34	6	11	17	19	32	51
	%	93	79	81	86	73	77.3	90	77	80
Goal Misunderstanding	No.	1	7	8	1	4	5	2	11	13
	%	7.1	25	19	14.3	26.7	22.7	10	25.6	20.3

School Program Differences

We were particularly interested in comparing parental response from the two schools. Sidney Lanier classrooms had only one parent educator who visited the homes biweekly while Lake Forest had two parent educators who visited homes weekly. A greater percent of the Lake Forest parents (36%) indicated that the program had a greater affect on their interactions with their children than did the parents from Sidney Lanier (19%) (Question 32, Table II). However, 38% of the Sidney Lanier parents reported that the program has a small effect as compared to 18% of the Lake Forest parents. The summation of lesser and greater effectiveness scores indicates that 57% of the Sidney Lanier population and 54% of the Lake Forest population agreed that there had been some program effectiveness.

A greater proportion of Lake Forest parents report behavioral changes in their children due to the program 50% (11 parents) than do parents from Sidney Lanier 31% (13 parents). Within each school, lower income parents more strongly related child behavior to program influences than did upper income parents (Question 34A).

Nine (21%) of the parents had difficulty communicating with the parent educator at Sidney Lanier while no Lake Forest parents had communication problems. Responses to Question 29A would seem to support the position that more frequent home visits result in fewer communication problems. (See Table II, #29A for further breakdown.)

Parents at Lake Forest felt they understood school academic expectations for their children to a greater extent than did Sidney Lanier parents, 20 parents (90%) to 33 parents (79%) respectively (Question 12). Similarly, Lake Forest parents more strongly indicated that they were learning about

their children 19 (86%) as compared to Sidney Lanier parents 33 (77%) (Question 13). Most parents indicated they liked home visits as noted in Question 21 (see Table II).

Seventy-seven percent of the Lake Forest parents were visited weekly while 71% of the Sidney Lanier parents were visited biweekly. This was in keeping with the program variation at each school. It is especially noteworthy that most of the parents across schools felt that the number of visits per month was just right (Question 26B): 34 (81%) of the parents at Sidney Lanier and 16 (73%) of the parents at Lake Forest. However, five (23%) of the parents from Lake Forest felt the home visits were too frequent as compared to one parent (2%) from Sidney Lanier. Along these same lines, five (12%) of Sidney Lanier parents indicated that they were visited too little while no Lake Forest parents so indicated.

School Program Similarities

An overwhelming majority (100%) of the parents interviewed responded positively to the suggestion that the goals of the program were valid (Question 4). Similarly, a large majority felt that their children enjoyed the parent educator's visit to the home, 52 (81%) of the parents responded positively to this question (#40). In addition, most of the parents felt it extremely important that the parent educator work part time in the classroom. Parents also strongly believed (100%) that the school and home should work together in the education of the child (Question 11). A majority of parents felt they were also partners with the school but to a lesser degree (Question 14) with 54 parents responding yes (84%). Last year's study found 100% parental agreement of home and school cooperation with 91% of the parents seeing themselves

as partners with the school. This trend then has been consistent over the two years of the program's duration.

The teaming between school and parent was also borne out by the results of Question 16. Forty-three (67%) of the parents believed that an advisory council composed of parents and other interested people should be set up for each school. Of those in favor of this advisory council, 15 (35%) strongly stated that parents should play a large role in educational decisions. One parent stated, "There is no such thing as parents being too involved with schools." Nine (20%) of the parents who thought the advisory council was a good idea, did caution restraint on parental control. Some of these comments included: "Parents might cause more trouble than good because these are areas where parents have no expertise," "Parents should know what is going on and have some say, but school personn know better about children and discipline. Parents can speak about subject matter in a limited way. Parents should be advisors and not have the authority to change things."

Parents in both schools (81%) were in agreement that the schools had a better understanding of their children as learners due to the home visits (Question 10). Similarly, 52 (81%) of the parents reported that they were learning more about their children through the increased contact with the school (Question 13). These findings are consistent with last year's study With the school program variations, it was interesting to note that parents from Lake Forest, with the weekly visitation, more strongly responded yes to Question 13: 19 (86%) of the parents as compared to 33 (79%) of the parents from Sidney Lanier.

Question 30 asked what else parents discussed aside from tasks with the parent educator. Only three parents said they didn't talk about anything else and eight did not respond at all. All of the remaining 53 parents who responded positively, indicated that the topic of discussion centered around the child and how he was doing at school, or how to deal with the child's problems at school. Three comments bear inclusion as they reflect the attitude of the parent towards the parent educator with regard to the latter's knowledge of the child. "The parent educator knew a lot about the child and did wonders for him and the parents." This was from a Lake Forest upper income parent. Another Lake Forest upper income parent said, "We discussed activities in the classroom, reference materials and activities at school--it was very enjoyable." A Lake Forest lower income parent added, "We discussed our children. It was valuable to compare with another parent." And a Sidney Lanier upper income parent indicated that they discussed "bringing up children. It was helpful that the parent educator was a parent herself."

Parent and Parent Educator Relations

The following group of questions focuses on parental relations with the parent educators. In response to Question 5, the majority of parents from both schools, 49 (77%), said that the parent educator need not come from the same neighborhood as the parents they serve, while 14 (17%) said the parent educator should come from the same neighborhood. There was no apparent difference between schools nor by economic level (as indicated in Table IV).

TABLE IV

Should the parent educator come from the same neighborhood?

1. This year's study

Sidney Lanier				Lake Forest			
Upper Income		Lower Income		Upper Income		Lower Income	
Yes	No	Yes	No	Yes	No	Yes	No
3	11	4	20	1	6	3	12
21%	79%	14%	71%	14%	86%	20%	80%

2. Last year's study

Sidney Lanier				Lake Forest			
Upper Income		Lower Income		Upper Income		Lower Income	
Yes	No	Yes	No	Yes	No	Yes	No
3	10		7	2	11	3	4
21%	71%		100%	14%	78%	43%	57%

Last year's study also found it was unnecessary for the parent educator to come from the same neighborhood as the parents.

Question 6 asked if parents thought the parent educator should come from a similar economic background as the families she served. The overall response suggests this was unimportant, as 47 (73%) of the parents gave negative answers compared to 15 (25%) of the parents who felt that the parent educator should come from a similar economic background (Table V). We found that the lower income parents more often reported in favor of parent educators coming from a similar economic background.

TABLE V

Is it important for the parent educator to come from a similar economic background?

1. This year's study

Upper Income Parents		Lower Income Parents	
Yes	No	Yes	No
9	34	7	13
21%	79%	33%	62%

2. Last year's study

Upper Income Parents		Lower Income Parents	
Yes	No	Yes	No
9	15	4	10
32.1%	53.7%	28.6%	71.4%

Recasting last year's data in an upper-lower income comparison, reveals similar results (#2 of Table V). Both studies seem to indicate economic background of the parent educator is not detrimental to a program that cuts across economic levels.

Question 27, which asked if the parents had any problem communicating with their parent educator, also pertains to family, parent educator relations. The findings here indicate that parents had little difficulty in this area with 54 (84%) of total interviewees reporting no communication difficulty. While some parents felt there was a problem in communicating

with either the teacher or the parent educator, only one parent of the total sample indicated that he thought the teacher and parent educator had problems communicating with him. There were 58 (91%) of the parents who said there were no problems and five parents who did not respond to the question (#29). Last year's study reported 36 (86%) of the parents indicated that parent educators and teachers have no problems talking with them. The report also found only one parent having communication difficulty (2.4%) .

Parents' responses to Questions 5 and 27 strongly suggest that parents and parent educators of similar or different economic backgrounds and neighborhoods can work well together and have few problems communicating. Adding more weight to this idea are the results from Question 22 which asked if parents felt comfortable having someone from school visit in their homes regularly. Ninety-five percent of the parents at Sidney Lanier and 91% of the parents from Lake Forest indicated they were comfortable in these circumstances. This is interesting in light of the fact that the parent educators were all from lower income level homes and it does suggest the wide applicability of the program. Last year's study found 39 (93%) of the parents in agreement with regular home visitation.

Parent Participation

Questions 7, 8, and 9 dealt with parent participation in the classroom. Of the total sample 15 (23%) of the parents actually spent time in the classroom; 11 (26%) of these were upper income level parents and four (19%) were lower income level parents. When asked if they felt accepted by the teacher and the parent educator when in the classroom (Questions 8

and 8A) only two parents answered positively and one did not answer either way. Question 9 which looked at reasons for not being visited or not working in the classroom found that 30 of the nonvisited parents (60%) were working and thus felt that they didn't have time. No parents from Sidney Lanier indicated that not being invited prevented their participation in the classroom and only two parents from Lake Forest cited this as reason for not going to the classroom. Interestingly, no parents chose Option c which stated that parents should not go to classrooms. Question 9 d, which asked for any other reasons why parents had not visited in the classroom, elicited a response from two parents at Sidney Lanier and two from Lake Forest who all stated that the reason for their non-participation in the classroom was a combination of their working was well as not being invited. In total, there was 22% participation in the classroom by parents.

Parent participation improved with regard to Follow Through parent meetings. A total of 45 (70%) of the parents said that they had been notified about parent meetings (Question 17). This included 31 (74%) of the parents from Sidney Lanier and 14 (64%) of the parents from Lake Forest. Of those notified, 18 (40%) of the parents attended meetings (Question 19A). The breakdown by school shows: 13 (42%) of the parents from Sidney Lanier and five (36%) of the parents from Lake Forest. One-half of these parents thought that the meetings were of value (Question 19B). When asked if the parents had a voice in the program, 12 (67%) of the parents who attended the meetings answered positively (Question 19C). When asked specifically to describe the manner in which parents had input into the program operation, eight of the parents attending meetings made

additional comments (Table VI). Parents indicated that they could make suggestions, ask questions, and actively participate. One parent said that she had suggested new ideas for tasks and was encouraged to write her own home learning activities. It is interesting to note that 56 (88%) of the total sample responded to Question 20: Parents should have a voice in program operation. This high percent of positive responses was consistent within the schools and across economic lines. There were then, more parents who agreed with the idea that parents should participate in various phases of the program than were willing or able for whatever reasons to put their feeling or idealization into practice.

This was an increase from last year's findings. Last year's study indicated 17 (40%) of the parents were not notified of parent meetings, while this year 15 (23%) were not notified of meetings.

Achievement

We were interested in knowing if parents thought that participation in the program had been beneficial to the child in terms of academic performance (Questions 33 A, B, C). Parents from both schools found the program a contributing factor in their child's improved school achievement. Seventy-two percent of the parents at Sidney Lanier and 55% from Lake Forest answered positively to Question 33A.

Similarly, 53 (83%) of the parents reported they had a better understanding of school expectations due to the program. Last year's study revealed 32 (75%) of the parents had a better understanding of school expectations.

Thirty-five parents indicated the following areas as ways that the program had improved the child's achievement in school: (a) skill improvement in reading, math, English, and penmanship; (b) individualize attention increment for child by parent, teacher, and parent educator; (c) more understanding of child by parents, parent educator and teacher; (d) attitudinal improvement and higher interest in school activities by child; (e) self-regulation and responsibility of child due to tasks; (f) social skills increment by child. The breakdown of these responses is given by school and income level in Table VI.

TABLE VI

Sidney Lanier		Lake Forest	
Upper Income	Lower Income	Upper Income	Lower Income
3-a	4-a	5-b	2-a
5-b	3-b	3-c	1-b
1-c	1-c	1-d	1-c
1-d	1-e		1-f
1-e			
1-f			

a. academic skills for reading
b. individual attention
c. awareness of individual child's development
d. attitudinal improvement
e. self-regulating
f. social skills

We also wanted to know if parents thought their child's behavior improved due to the program. Twenty-four (58%) of the parents thought their child's behavior had improved this year (Question 34A). Thirteen (54%) of these thought that the child's behavior improved due to participation in the program (Question 34B). Twelve parents, nine upper income

and three lower income, described ways the program helped improve behavior in their children. These reports fell into three groups: (a) two (15%) of the parents reported the child behaved better in school because of contact between parent and parent educator: the tone of these responses involved child's knowledge that his behavior would be reported at home; (b) five (39%) of the parents indicated that the child had learned to finish activities, to work more diligently, or to pay attention; (c) three (23%) of the parents felt the program improved social skills.

Forty-four (69%) of the parents thought their children had learned to relate more adequately to their teachers and peer groups this past year. Of these, 23 (52%) felt that this improvement was due to the program in the following ways: (a) language expression improved; (b) child feels appreciated or special so he wants to do more; (c) child has learned how to share; (d) child receives individual help from teacher, parent and parent educator; (e) child is more relaxed, less shy because he knows parent educator. Table VII indicates the distribution of these responses by school and income level.

TABLE VII

Sidney Lanier		Lake Forest	
Upper Income	Lower Income	Upper Income	Lower Income
1-a	1-a	1-a	
1-c	1-b	1-b	
1-d	2-d	3-d	
4-e	1-e	2-e	

Home Learning Activities

Questions 36-39 specifically dealt with home learning activities (tasks). The analysis of the responses revealed that the majority of the parents thought that the tasks were suited to their children, 37 (88%) from Sidney Lanier and 18 (82%) from Lake Forest (Question 36). Reanalysis of last year's data reveals 28 (67%) of the parents reported tasks were suited to their children. This year 55 (86%) felt that their children enjoyed doing the learning activities (Question 39). Not only did the parents report the tasks were suitable and enjoyable for the child but they also felt the tasks were valuable for the child (Question 37). Thirty-seven parents (88%) from Sidney Lanier and 16 parents (73%) from Lake Forest commented on the positive value of the tasks; only four (6%) of the parents thought the learning activities were of no value while 14% of last year's parents reported the activities of no value. Eight parents made suggestions for changes in the home learning activities calling for more individualized task selection and one parent pointed out a lack of creativity in the activities. Five of the eight parents comment on the lack of challenge in the tasks.

Thirty-seven (58%) of the parents felt that the parent educator had taken steps to individualize the home learning activities for their children while 22 (34%) commented on the lack of such individualization of tasks by the parent educator (Question 38). This was an improvement from last year's findings when 21 parents (50%) indicated the lack of individuality in the tasks.

This questionnaire was developed to evaluate the program and not the effectiveness of particular parent educators. However, since the

parent educator is the primary link between home and school, and because many parents reported their positive and negative reactions to the parent educators the following responses have been included: In total, eight (13%) of the parents had negative comments, while 20 (31%) of the parents had positive comments about their parent educators. This is in comparison to last year's data revealing 10 (24%) of the parents responding negatively. Some of the negative comments from this year's study were: "The parent educator only came a few times and broke many appointments." "The parent educator has not had an environment which prepares them for working with children in learning situations." "The parent educator was irregular with visits." "One parent educator was helpful but the other was no good." "Parent educators have trouble reading tasks. The child's reading surpasses the parent educator's at times." The positive comments revealed: "Children loved the parent educator." "Parent educator gives the child approval, praise and lots of of attention." "The parent educator had good suggestions about understanding behavior, emotions of people, how to relate these to T.V. shows." "I could ask the parent educator many questions about school. The child liked the tasks and P.E." "I learned what my child needed to benefit his learning from suggestion of the P.E." "The P.E. brought my girl out a lot." "Child adores P.E., she trys very hard at her tasks. I am very proud."

It should be emphasized that no question specifically requested parental opinion of parent educator effectiveness. The above comments were initiated by the parents during the interview.

Conclusion

1. Generally, parents were favorable towards the Follow Through program in the regular model at Lake Forest as well as the model variation at Sidney Lanier. At Lake Forest two paraprofessionals worked with a teacher in a self-contained classroom, while at Sidney Lanier, the use of team teaching procedures involved only one paraprofessional per classroom. In keeping with this positive outlook, parents from both schools strongly voiced their desire that the program be continued.

2. The situation within the university community of Gainesville, Florida, has provided an opportunity to assess the generalizability of the Florida Follow Through Model. In this community, only one-third of the families fall within the lower socioeconomic bracket while regular Follow Through communities are composed of at least 50% lower income families. There were no real differences between parents of either socioeconomic group. Most parents felt that they had gained insight and understanding of their children from the visits with the parent educator. During the home visits the major topic of parent educator-parent conversations was discussion of the child.

The possibility of wide application of the Florida Model is further supported by the fact that lower socioeconomic paraprofessionals were able to serve lower and upper income groups equally well. Neighborhood locale and socioeconomic grouping of the paraprofessionals was not a major concern to most parents. However, parents were disconcerted when paraprofessionals did not keep regularly scheduled visits or could not adapt the home learning activities to the family. This pertained to only a few paraprofessionals.

3. Most parents were notified about parent meetings (70%) and expressed desire to have a voice in the program (88%). However, only 18 (40%) of those notified attended meetings. Most of these parents attending felt they had input in the program. This may suggest other techniques are needed to get parents and program personnel together.

4. Parents from both schools considered the program a positive factor in bettering their child's academic performance. Parents felt they could better understand school expectations and similarly that the school had greater insight into the individual child.

5. Over 80% of the parents felt home learning activities were suited to their children. They agreed the tasks were valuable and child-oriented.

NAME _____

Do you consent to be interviewed? _____ YES _____ NO

What time of day is most convenient for you? _____

What day of the week is most convenient for you? _____

If you prefer, you may call the University of Florida at 392-0741 and set up an interview appointment.

We shall send confirmation of date and time for interview by mail.

May 7, 1973

Dear _____:

The University of Florida is once again attempting to evaluate the Follow Through program at _____ School. Since _____ is involved in this program, we are interested in getting your feeling about the program.

You have been randomly selected as one of 64 representative parents from a total group of 400 parents. If it is acceptable to you one of our interviewers would like to come to your home and interview you. This interview would take no longer than thirty minutes and, of course, would be confidential; your name will not be used with the data collected. Your child's principal has reviewed and approved the list of questions.

Please fill out the enclosed short form and return it in the self-addressed, stamped envelope included.

Thank you for your cooperation.

Sincerely,

Ira J. Gordon, Director
& Graduate Research Professor

IJG/bw

INSTITUTE FOR DEVELOPMENT
OF HUMAN RESOURCES
513 Weil Hall

COLLEGE OF EDUCATION
University of Florida
Gainesville, Florida 32611

May 7, 1973

Dear Follow-Through Parent:

As you know from an earlier contact, this interview is to provide you with a chance to evaluate the Follow Through program now that you and your child have been involved in it for the full school year.

Your interviewer will be one of the following persons: Ms. Imogene Lee, Ms. Millie Combs, or Ms. Judith McMurray. The questionnaire which she will be using has been approved by your school principal.

Your fullest cooperation will be greatly appreciated.

Sincerely,

Ira J. Gordon, Director
& Graduate Research Professor

IJG/bw

University of Florida

College of Education

Foundations Department

Survey of Parent Perceptions of Alachua County Follow Through Program*

*This interview was developed by William Burke and Lynn McDowell as individual study in a course with Dr. Ira J. Gordon

Revised by Dr. Ira J. Gordon ~~and Judy~~ McMurray

Institute for Development of Human Resources

Spring 1973

QUESTIONS

1.* What were your initial reactions toward the Follow Through Program?

2.* What are your present reactions toward the program?

3.* What do you see as the goal(s) of the program?

*See Revision Section

	YES	NO	UNDECIDED
4.* The purposes of having the P.E. work in the classroom are to afford to each child greater individual attention and to help the P.E. to better understand the child so as to be able to relate with the parents.			
a. Are these valid purposes to you?	____	____	____
b. Should the P.E. work part time in the classroom with the teacher?	____	____	____

If the answer is no to either a or b or both, please list your recommendations for a and/or b.

_____

_____

_____

_____

_____

5.* Should the P.E. come from the same neighborhood or living area as you do?	____	____	____
6.* Should the P.E. be of the same or similar economic background as you?	____	____	____
7.* Did you spend time working in the classroom?	____	____	____
8. If the answer to number 7 is yes, did you feel accepted by the teacher in the classroom?	____	____	____
a. Did you feel accepted by the P.E. in the classroom?	____	____	____

9. If your answer to number 7 was no, why didn't you visit the classroom?

____ a. working - didn't have time.
____ b. not invited
____ c. don't feel that parents should go to classrooms
____ d. other (please describe)

_____

_____

_____

*See Revision Section

	YES	NO	UNDECIDED
10. As a result of the teacher and parent educator visiting with you and you with them, does the school have a better understanding of your child as a learner?	____	____	____
11. Should the school and the home work together in the education of your child and other children?	____	____	____
12.* Has the program helped you as a parent better understand what the school expects of your child in the academic areas (reading, mathematics, etc.)?	____	____	____
13. Are you as a parent learning more about your child from the P.E. and the teacher?	____	____	____
14. Do you as a parent consider yourself as a partner with the school in terms of your child's learning?	____	____	____
15.* A. Do you think there are other ways that parents should be included in school aside from PT , working in classrooms, and serving as class mothers?	____	____	____

B. If the answer is YES, then what ways would you suggest?

_____

_____

_____

16. There is presently a bill before the Florida Legislature which calls for the creation of a Citizens Advisory Council for each school, composed of parents and other interested people.

A. What do you think of this idea?

Favorable ____ Unfavorable ____ Neutral ____

B. Please make additional comments:

_____

_____

_____

*See Revision Section

	YES	NO	UNDECIDED
17. Sidney Lanier - Were you notified in advance about the meetings of the Human Relations group of the PTA or the PAC?	____	____	____
Lake Forest - Were you notified in advance about the Follow Through parent meetings?	____	____	____
18. If the answer is no to number 17, did you know that there were parent meetings?	____	____	____
19.* Do not answer the next three questions if your answer was no to number 17:			
a. Did you attend parent meetings?	____	____	____
b. Were the meetings of value to you?	____	____	____
c. Did parents have a voice in how the program operates, etc.?	____	____	____
d. In what way did parents have a voice in how the program operates?			

_____

_____

_____

20. Do you think parents should have a voice in the program?	____	____	____
21. Should the visits by the teacher and/or the P.E. be made at your home or at the school?			

____ home
____ school
____ elsewhere (please specify)

22. Do you feel comfortable having someone from the school come to your home on a regular basis?	____	____	____
23.* Did the teacher visit with you in your home as well as the P.E.?	____	____	____
24.* A. If the teacher were alone in the classroom, do you think the teacher should make regularly scheduled home visits doing things like your P.E. has done?	____	____	____

*See Revision Section

	YES	NO	UNDECIDED

24.(contd.)
If yes, then:

B. How often should these visits be made? ____ ____ _____

C. How do you think the school system should handle this?

_____

_____

_____

_____

25. A. Did you make suggestions to your P.E.? ____ ____ _____

If the answer to A is yes, then:

B. Were your suggestions followed up? ____ ____ _____

26. A. How often were you visited in your home?

____ once a week, ____ once every two weeks, ____ less (please specify)

B. Was this:

____ too much, ____ too little, ____ just right

27. A. Do you have problems communicating with the PE? ____ ____ _____

If yes, please explain.

B. _____

_____

_____

_____

28. A. Do you have problems communicating with the teacher? ____ ____ _____

If yes, please explain.

B. _____

_____

_____

_____

	YES	NO	UNDECIDED
29. A. Do they (the teacher and/or the P.E.) have problems communicating with you?	____	____	____

If yes, please explain.

B. _____

_____

_____

_____

30. Apart from the tasks, what do you and the P.E. talk about that you consider valuable?

_____

_____

_____

_____

31. What kinds of things did you do with your child that were helpful to him in school before this program started?

_____

_____

_____

_____

32.* A. Has this program had any effect on the kinds of things you do with your child?

____ Yes, a great deal of effect ____ Yes, a little effect ____ none

B. Please give specific examples if answer is yes.

_____

_____

_____

_____

*See Revision Section

	YES	NO	UNDECIDED
33. A. Has your child's achievement in school improved this year?	____	____	____
B. If so, do you think this due to the program?	____	____	____
C. How? _____			
_____			
_____			
_____			
34.* A. Has your child's behavior improved this year?	____	____	____
B. If so, is this due to the program?	____	____	____
C. How? _____			
_____			
_____			
_____			
35.* A. Does your child relate to his teacher as well as to his peers more adequately now than at the beginning of the year?	____	____	____
B. If so, is this due to the program?	____	____	____
C. How? _____			
_____			
_____			
_____			
36. Are the tasks suited to your child?	____	____	____
37. A. Are the tasks of value to your child?	____	____	____
B. If no, how should the tasks be changed in order to make them of more value to your child?			
_____			
_____			
_____			

*See Revision Section

	YES	NO	UNDECIDED
38.* Does the P.E.. attempt to individualize the tasks for your child?	____	____	____
39.* Is your child positive toward the tasks?	____	____	____
40. Does your child like having the P.E. and/or the teacher come to the home and visit with you?	____	____	____

41. If there is anything else on which you wish to comment, please state!

_____

_____

_____

_____

_____

*See Revision Section

Proposed Revisions for Questionnaire

QUESTIONS

1. When someone first came and explained the Follow Through Program, what did you think about it?
   Was it a good idea?

2. What do you think about the program now that you have been in it for a year?
   What are the good things?
   What are the bad things?

3. What do you think this program was trying to do?

4. The reasons for having home visitors work in the classroom are: (a) to give each child more attention, and; (b) to help the home visitor talk with the parents about the child.

   a. Are these good reasons to you?
   b. Should the home visitor work part time in the classroom with the teacher?

   If the parent says no to either a or b ask them what they would change to make the program more meaningful to them.

5. Should _____(name of home visitor) come from the same neighborhood or living area as you do?

6. Should _____(name of home visitor) be of the same or similar economic background as you?

7. Did you ever go to the classroom? (What did you do when you went to the class?)
   Were you a classroom volunteer?

12. Has the program helped you as a parent better understand what the school expects of your child in the academic areas (reading, mathematic etc.)?
    If no, why not?

15. A. Do you think there are other ways that parents should be included in school aside from PT, working in classrooms, and serving as class mothers?

B. What ways do you think parents should be included in schools?

19. Do not answer the next three questions if your answer was no to number 17:

a. Did you attend parent meetings?
b. How many meetings did you attend?
c. Were the meetings of value to you?
d. Did parents have a voice in how the program operates, etc.?
e. In what way did parents have a voice in how the program operates?

23. Did _____(name of teacher) visit with you in your home as well as _____(name of home visitor)?

24. A. If the teacher were alone in the classroom, do you think the teacher should make regularly scheduled home visits doing things like your home visitor has done?
If there are no teacher aides, do you think there is a way the teacher could visit you? How?

32. A. Do you spend more time with your child now?

33. (Clarification of question is needed. Kindergarten parents can not answer this question.)

34. (Similarly, clarification of question is needed.)

35. (Similarly, clarification of question is needed.)

38. Does the home visitor attempt to change the tasks for your child?

39. Does your child like the tasks?

Appendix 4

Results of IFMF

by Individual Communities

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=189)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	62.01	50.44	39.26	59.93	45.62
	s	9.88	8.59	6.60	10.77	7.23
Post	$\bar{X}$	63.37	51.13	39.83	60.63	46.57
	s	10.12	8.04	6.56	11.13	7.05
t		1.62	1.05	1.08	0.78	1.63

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=127)

		1	2	3	4	5
Pre	$\bar{X}$	63.86	52.40	39.87	61.39	46.86
	s	8.65	7.70	6.25	9.60	7.00
Post	$\bar{X}$	64.38	52.68	40.57	62.49	47.68
	s	7.50	6.96	5.46	8.04	5.64
t		0.67	0.39	1.27	1.26	1.39

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy 3) Teacher-School 5) Physical

2) Peer 4) Academic

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=504)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	62.83	51.30	40.18	60.97	46.94
	s	9.05	7.82	6.27	10.43	7.05
Post	$\bar{X}$	62.43	51.18	40.12	61.09	47.15
	s	9.16	7.62	6.02	9.53	6.58
t		-0.89	-0.31	-0.19	0.26	0.65

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=124)

		1	2	3	4	5
Pre	$\bar{X}$	65.47	53.87	41.45	63.18	49.20
	s	7.91	6.22	4.57	8.59	5.33
Post	$\bar{X}$	65.17	53.82	41.29	62.98	49.00
	s	6.85	6.14	9.68	7.67	5.08
t		-0.38	-0.09	-0.35	-0.23	-0.39

Center: N

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=135)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	63.85	52.24	40.36	61.48	46.95
	s	8.40	8.11	6.23	10.11	6.85
Post	$\bar{X}$	65.07	53.88	40.84	62.46	48.29
	s	7.93	6.03	5.80	9.03	5.54
t		1.67	2.50	0.96	1.18	2.19

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=124)

		1	2	3	4	5
Pre	$\bar{X}$	63.82	52.23	40.61	61.35	46.83
	s	8.31	7.32	5.39	9.45	6.54
Post	$\bar{X}$	65.12	53.96	40.91	62.00	48.42
	s	6.74	5.83	4.98	7.86	4.80
t		1.72	2.75	0.59	0.82	2.96

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=771)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	63.03	52.02	40.54	61.5.	47.45
	s	8.90	6.74	5.51	9.25	5.95
Post	$\bar{X}$	63.54	51.95	40.61	61.59	48.19
	s	7.83	6.39	5.15	9.01	5.34
t		1.53	-0.31	0.31	0.23	3.35

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=91)

		1	2	3	4	5
Pre	$\bar{X}$	64.56	52.52	39.94	62.31	48.09
	s	8.20	6.98	5.55	8.48	6.20
Post	$\bar{X}$	63.44	52.58	40.60	61.90	48.64
	s	9.30	6.93	5.45	8.77	5.54
t		-1.12	0.08	1.06	-0.41	0.73

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy 3) Teacher-School 5) Physical

2) Peer 4) Academic

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=214)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	63.69	53.07	40.69	61.32	48.15
	s	8.06	6.30	5.05	8.94	5.37
Post	$\bar{X}$	63.54	52.34	40.25	60.45	47.40
	s	7.03	5.77	4.83	8.49	5.24
t		-0.26	-1.52	-1.17	-1.29	-1.72

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=200)

		1	2	3	4	5
Pre	$\bar{X}$	64.88	54.08	41.19	62.43	48.46
	s	6.54	5.52	4.37	7.55	4.9[illegible]
Post	$\bar{X}$	63.94	52.78	40.18	61.23	47.28
	s	6.60	5.38	4.62	7.41	4.87
t		-1.96	-3.13	-3.31	-2.10	-3.16

Center: Q

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=419)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	59.61	48.98	38.25	57.78	44.86
	s	10.52	8.52	6.99	11.08	7.70
Post	$\bar{X}$	61.30	50.70	39.29	59.70	46.65
	s	9.92	8.12	6.42	10.07	7.70
t		3.17	3.68	2.89	3.48	4.26

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=)

		1	2	3	4	5
Pre	$\bar{X}$					
	s					
Post	$\bar{X}$					
	s					
t						

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=496)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	60.92	50.81	39.05	58.85	46.02
	s	9.63	7.91	6.48	10.20	7.25
Post	$\bar{X}$	62.59	51.36	39.80	60.66	47.12
	s	10.28	8.68	6.53	10.38	7.42
t		3.08	1.19	2.08	3.24	2.86

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N= 377)

		1	2	3	4	5
Pre	$\bar{X}$	63.53	52.82	40.63	61.24	47.57
	s	7.96	6.64	4.90	8.41	5.83
Post	$\bar{X}$	64.56	53.08	40.44	62.30	48.34
	s	7.16	6.28	4.98	7.73	5.02
t		2.23	0.65	-0.62	2.12	2.29

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy 3) Teacher-School 5) Physical

2) Peer 4) Academic

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=226)

Factor

		1	2	3	4	5
Pre	$\bar{X}$	56.37	46.24	35.94	54.34	41.93
	s	10.70	9.72	7.55	11.24	8.95
Post	$\bar{X}$	59.79	49.10	38.61	58.00	44.08
	s	11.83	9.24	7.53	12.13	9.44
t		3.17	3.04	3.65	3.23	2.51
n		(176)	(176)	(176)	(176)	(176)

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=120)

		1	2	3	4	5
Pre	$\bar{X}$	58.61	46.69	37.70	56.87	42.53
	s	12.01	10.63	7.29	13.03	9.47
Post	$\bar{X}$	64.35	52.28	41.30	62.35	47.13
	s	8.09	8.34	6.00	9.31	7.29
t		4.57	4.59	4.12	3.71	4.39
n		(85)	(85)	(85)	(85)	(85)

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=194)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	61.94	50.93	40.05	59.62	46.70
	s	9.02	8.11	6.47	10.36	6.97
Post	$\bar{X}$	63.21	51.45	40.14	61.53	47.60
	s	8.60	8.43	6.06	9.53	6.60
t		1.43	0.61	0.14	2.01	1.34
n		(138)	(138)	(138)	(138)	(138)

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=113)

		1	2	3	4	5
Pre	$\bar{X}$	64.52	52.99	41.59	63.09	46.95
	s	7.86	7.03	5.48	8.17	6.82
Post	$\bar{X}$	64.99	52.37	40.33	63.88	48.04
	s	9.25	7.58	6.81	9.42	7.21
t		0.41	-0.61	-1.58	0.71	1.28
n		(81)	(81)	(81)	(81)	(81)

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy 3) Teacher-School 5) Physical

2) Peer 4) Academic

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=202)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	61.76	50.16	39.49	59.50	47.16
	s	10.29	8.24	6.78	10.46	6.01
Post	$\bar{X}$	63.34	51.72	39.98	61.89	47.20
	s	8.05	6.93	7.06	8.57	6.45
t		1.88	2.30	0.63	2.76	0.06
n		(149)	(149)	(149)	(149)	(149)

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N=98)

		1	2	3	4	5
Pre	$\bar{X}$	63.00	51.34	40.51	61.97	48.00
	s	7.54	6.74	5.05	7.74	5.42
Post	$\bar{X}$	61.83	51.24	38.60	60.95	46.84
	s	7.80	6.75	6.18	8.30	5.99
t		-1.07	-0.11	-2.24	-0.97	-1.34
n		(67)	(67)	(67)	(67)	(67)

The I Feel, Me Feel (IFMF) - Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy 3) Teacher-School 5) Physical

2) Peer 4) Academic

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Qualified Children (N=406)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	62.92	51.87	40.18	60.62	47.34
	s	8.55	7.12	5.74	9.07	6.00
Post	$\bar{X}$	64.71	52.99	40.97	62.41	48.15
	s	6.99	5,96	4.68	7.59	5.50
t		3.91	2.98	2.50	3.79	2.46

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest) for Non-Qualified Children (N= 250)

		1	2	3	4	5
Pre	$\bar{X}$	63.29	52.66	40.36	60.77	47.51
	s	8.02	6.77	5.19	9.12	6.04
Post	$\bar{X}$	64.66	53.35	40.77	62.14	48.18
	s	6.84	5.70	4.73	7.28	4.93
t		2.49	1.43	1.03	2.22	1.65

Appendix 5

Results from the Purdue Teacher Opinionnaire

by Individual Community

1972-73 Data Summary for Community K

The Purdue Teacher Opinionnaire (PTO) (N= 32)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	59.72	64.40	44.78	20.00	29.59	15.15	24.72	14.62	11.19	13.44	297.62
	s	11.52	8.14	4.96	2.98	7.95	2.46	3.60	1.96	4.67	3.60	33.87
Post	$\bar{X}$	60.90	71.78	47.81	20.70	36.96	16.00	27.50	15.22	14.94	16.62	328.56
	s	13.81	5.72	5.77	3.74	5.18	2.47	3.23	2.99	3.41	2.34	32.30
%tile Rank		32	50	68	65	50	68	75	54	65	50	68
t		0.58	5.09	2.98	1.30	4.29	2.39	3.61	1.30	4.27	4.31	4.44

1972-73 Data Summary for Community L

The Purdue Teacher Opinionnaire (PTO) (N=22)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	64.95	69.50	47.22	19.54	34.59	15.77	25.32	14.14	15.14	16.45	322.64
	s	15.47	9.17	6.47	3.17	4.91	2.54	3.91	4.00	3.90	2.48	39.80
Post	$\bar{X}$	68.91	70.32	47.54	19.41	35.64	16.68	24.18	14.77	16.14	17.04	330.64
	s	10.16	6.07	5.42	4.26	4.03	1.96	4.85	3.08	2.80	2.38	27.05
%tile Rank		67	50	68	50	50	68	50	45	68	50	68
t		1.67	0.52	0.26	-0.18	0.96	2.27	-1.10	0.71	1.70	0.99	1.18

1972-73 Data Summary for Community M

The Purdue Teacher Opinionnaire (PTO) (N= 23)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	62.65	69.96	45.70	15.09	33.34	16.61	23.91	13.91	16.96	16.52	314.65
	s	12.93	7.30	5.60	4.74	6.62	2.99	5.54	3.84	2.82	2.50	41.34
Post	$\bar{X}$	56.04	67.26	45.43	13.56	33.21	15.52	21.83	12.78	15.04	16.26	296.96
	s	12.39	9.22	5.96	4.54	7.01	3.36	5.64	3.86	3.74	2.16	44.44
%tile Rank		32	32	50	17	36	55	32	28	68	50	32
t		-2.44	-1.99	-0.21	-1.80	-0.13	-1.63	-2.06	-1.64	-3.30	-0.51	-2.61

1972-73 Data Summary for Community N

The Purdue Teacher Opinionnaire (PTO) (N= 11)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	69.27	71.09	48.18	21.54	39.18	15.45	26.18	16.09	18.73	17.64	343.36
	s	8.94	7.76	4.71	3.93	4.49	2.54	4.24	2.47	1.62	1.86	34.67
Post	$\bar{X}$	71.45	71.18	51.27	21.27	39.81	15.18	27.00	16.36	18.73	18.09	350.36
	s	8.98	6.75	3.13	5.68	4.87	2.82	4.67	2.16	1.35	2.21	31.70
%tile Rank		68	50	83	68	80	57	68	68	90	68	83
t		1.36	0.08	3.25	-0.28	1.10	-0.45	1.04	0.64	0.00	0.79	2.10

1972-73 Data Summary for Community O

The Purdue Teacher Opinionnaire (PTO) (N= 38)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	62.74	71.15	45.42	18.82	36.47	15.76	29.66	13.05	15.55	17.53	321.16
	s	13.20	6.21	6.47	4.55	4.51	3.05	4.49	3.78	3.21	1.86	32.57
Post	$\bar{X}$	64.42	70.34	44.74	17.66	37.18	14.86	23.34	11.63	15.95	17.26	318.39
	s	7.80	5.68	7.50	4.46	4.12	3.02	4.39	3.33	2.74	1.52	27.99
%tile Rank		50	50	50	41	50	-141	50	17	68	55	50
t		0.86	-0.87	-0.76	-1.94	1.00	-1.80	-0.47	-2.87	0.79	-0.79	-0.59

1972-73 Data Summary for Community P

The Purdue Teacher Opinionnaire (PTO) (N= 20)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	71.25	74.85	50.60	17.55	34.65	18.00	27.45	17.55	18.40	16.80	347.10
	s	9.96	4.78	5.57	4.06	5.10	2.10	3.22	2.19	1.96	2.35	32.16
Post	$\bar{X}$	72.85	76.45	51.95	22.50	37.80	18.75	28.60	17.50	17.90	17.40	361.70
	s	7.71	3.67	4.43	2.67	3.58	1.41	2.80	2.04	2.00	2.03	21.93
%tile Rank		68	83	83	75	60	89	83	75	83	55	92
$\underline{t}$		0.97	1.57	1.24	7.02	4.29	1.60	1.63	-0.10	-1.48	1.55	2.72

1972-73 Data Summary for Community Q

The Purdue Teacher Opinionnaire (PTO) (N= 14)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	62.28	65.64	44.28	21.07	36.93	13.71	25.07	13.07	13.64	16.71	312.43
	s	9.20	13.38	7.62	3.65	4.55	2.76	4.83	3.45	2.84	2.40	38.33
Post	$\bar{X}$	52.50	66.57	42.71	20.36	36.64	13.14	24.57	12.28	12.71	15.93	297.43
	s	13.07	10.61	6.42	4.18	5.26	2.96	4.11	3.24	3.62	2.82	37.52
%tile Rank		17	32	32	55	50	32	50	20	47	50	32
t		-3.29	0.45	-0.70	-0.69	-0.21	-0.53	-0.43	-1.05	-0.83	-1.38	-1.63

1972-73 Data Summary for Community R

The Purdue Teacher Opinionnaire (PTO) (N= 32)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	65.75	66.75	46.19	16.88	33.00	15.00	23.12	14.59	15.56	15.15	312.00
	s	11.37	7.18	5.90	3.90	5.27	3.32	3.88	3.50	3.30	2.45	31.39
Post	$\bar{X}$	66.84	69.06	47.65	16.38	35.41	16.31	23.88	14.75	16.06	16.15	322.50
	s	11.56	8.54	5.44	3.62	5.08	3.01	5.05	4.09	3.69	2.59	30.36
%tile Rank		50	50	57	32	50	68	50	45	68	50	50
t		0.71	1.75	1.27	-0.98	2.24	2.98	1.10	0.21	0.92	1.89	1.93

1972-73 Data Summary for Community S

The Purdue Teacher Opinionnaire (PTO) (N= 30)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	68.63	70.40	46.23	21.07	34.37	16.73	25.93	14.20	17.10	16.93	331.60
	s	9.88	8.14	6.94	3.84	6.58	2.75	4.42	2.69	1.71	2.08	35.86
Post	$\bar{X}$	65.73	70.00	46.17	18.80	34.60	15.80	25.37	12.17	16.47	16.83	321.93
	s	12.35	6.98	5.88	4.54	5.79	3.39	4.27	3.58	2.38	2.68	37.50
%tile Rank		50	50	50	50	50	68	50	17	75	50	50
t		-1.96	-0.27	-0.06	-3.43	0.21	-1.62	-0.70	-4.19	-1.48	-0.18	-1.51

1972-73 Data Summary for Community T

The Purdue Teacher Opinionnaire (PTO) (N= 36)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	71.22	73.39	48.75	18.94	35.36	17.78	25.58	14.00	16.50	17.08	338.61
	s	9.60	6.07	7.12	3.88	5.27	2.58	4.97	3.71	2.69	2.42	35.20
Post	$\bar{X}$	66.64	71.28	45.61	16.25	35.88	17.61	23.17	11.94	15.39	17.42	321.19
	s	8.86	6.04	5.90	3.88	4.81	2.33	4.94	4.08	2.74	2.07	27.40
%tile Rank		50	50	50	32	50	75	50	17	68	55	50
t		-2.20	-2.00	-2.57	-4.07	0.62	-0.42	-3.40	-3.75	-2.18	0.70	-3.28

1972-73 Data Summary for Community V

The Purdue Teacher Opinionnaire (PTO) (N= 4)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences (Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	49.25	67.75	32.25	18.00	34.50	14.75	20.50	11.50	11.50	14.75	278.25
	s	28.08	7.13	12.09	8.08	11.09	4.50	7.59	5.51	6.73	3.09	87.10
Post	$\bar{X}$	48.50	65.50	24.50	18.50	34.75	13.25	19.00	9.75	14.00	14.25	262.00
	s	29.85	13.48	6.95	7.77	13.98	5.38	9.20	5.50	6.22	6.60	96.93
%tile Rank		17	32	2	50	50	32	17	15	50	20	8
t		-0.30	-0.57	-1.69	0.58	0.11	-1.26	-1.13	-1.70	-1.00	-0.21	-2.68

Appendix 6

Results from the How I See Myself on Parent Educators
by Individual Community

Center: K

The How I See Myself (HISM) - Parent Educators (N=48)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	55.91	43.00	20.38	18.88
	s	6.93	4.86	4.72	3.90
Post	$\bar{X}$	57.62	43.54	21.38	19.17
	s	5.79	4.61	4.64	4.18
t		1.85	0.70	1.76	0.59

Center: L

The How I See Myself (HISM) - Parent Educators (N= 30)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social-Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	61.07	44.63	23.40	20.90
	s	6.82	5.57	4.41	3.97
Post	$\bar{X}$	61.93	46.97	24.07	22.30
	s	6.25	4.50	4.22	2.68
t		0.81	2.55	1.05	2.81

Center: M

The How I See Myself (HISM) - Parent Educators (N= 36)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	60.61	44.58	24.53	20.89
	s	6.98	4.02	4.78	3.98
Post	$\bar{X}$	61.08	45.36	24.78	21.06
	s	6.58	4.14	4.77	4.08
t		0.56	1.33	0.59	0.31

Center: N

The How I See Myself (HISM) - Parent Educators (N= 22)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social-Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	56.54	42.50	20.68	19.59
	s	8.34	4.49	4.56	3.72
Post	$\bar{X}$	56.59	43.50	20.91	19.41
	s	7.90	5.38	5.03	3.11
t		0.04	1.14	0.29	-0.29

Center: O

The How I See Myself (HISM) - Parent Educators (N= 54)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	61.44	46.94	25.59	19.75
	s	8.18	4.91	4.16	4.14
Post	$\bar{X}$	60.06	45.39	24.42	19.78
	s	7.83	4.63	4.56	3.46
t		-1.53	-2.08	-2.44	0.03

Center: P

The How I See Myself (HISM) - Parent Educators (N= 32)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social-Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	57.62	44.25	21.09	18.50
	s	10.13	4.23	4.41	3.95
Post	$\bar{X}$	58.22	44.31	22.16	19.00
	s	6.06	3.18	4.39	3.64
t		0.38	0.09	1.49	1.40

Center: Q

The How I See Myself (HISM) - Parent Educators (N= 34)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	57.26	44.41	23.32	21.85
	s	9.84	5.92	5.65	4.07
Post	$\bar{X}$	57.24	43.82	23.97	21.68
	s	9.52	6.38	4.99	3.99
t		-0.02	-0.58	0.96	-0.37

Center: R

The How I See Myself (HISM) - Parent Educators (N= 46)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social-Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	58.76	45.26	22.43	19.98
	s	9.53	4.52	4.88	3.61
Post	$\bar{X}$	57.08	44.22	22.59	20.17
	s	9.55	5.27	4.73	3.61
t		-1.05	-1.14	0.25	0.38

Center: S

The How I See Myself (HISM) - Parent Educators (N= 48)

The HISM measures four factors related to self-concept:

1) 'Interpersonal Adequacy 3) Physical Appearance

2) Social Male - School 4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	27.33	70.68	29.71	26.25
	s	5.43	8.25	5.82	3.36
Post	$\bar{X}$	27.73	68.94	29.10	26.12
	s	5.70	10.57	5.64	2.93
t		0.62	-1.09	-0.81	-0.22

Center: T

The How I See Myself (HISM) - Parent Educators (N= 40)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy 3) Physical Appearance

2) Social-Male - School 4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	60.50	45.50	22.72	22.02
	s	6.08	5.91	4.69	3.67
Post	$\bar{X}$	59.18	45.68	23.32	21.88
	s	9.10	5.35	4.61	3.46
t		-0.85	0.20	1.02	-0.24

Center: U

The How I See Myself (HISM) - Parent Educators (N= 26)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	60.23	43.96	23.58	20.08
	s	4.71	4.60	4.10	3.28
Post	$\bar{X}$	59.65	44.27	24.27	21.23
	s	7.64	5.21	3.93	3.04
t		-0.43	0.43	1.20	2.76

Center: V

The How I See Myself (HISM) - Parent Educators (N= 13)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social-Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences (Posttest-Pretest)

		Factor 1	2	3	4
Pre	$\bar{X}$	52.31	40.08	18.15	18.77
	s	6.90	3.22	4.89	3.34
Post	$\bar{X}$	50.15	39.54	18.77	17.61
	s	4.90	4.31	4.23	3.54
t		-2.17	-0.54	0.76	-2.56

Appendix 7

Results from the Social Reaction Inventory from Parent Educators in Individual Communitites. Lower scores indicate more internal feelings of control.

Center: K

The Social Reaction Inventory (SRI) - Parent Educators (N=49)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.65	7.33	1.44
s	3.58	4.34	

Center: L

The Social Reaction Inventory (SRI) - Parent Educators (N=32)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.03	6.69	1.22
s	3.96	4.36	

Center: M

The Social Reaction Inventory (SRI) - Parent Educators (N=35)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	8.51	8.26	-0.45
s	3.99	3.52	

Center: N

The Social Reaction Inventory (SRI) - Parent Educators (N=21)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.19	5.42	-1.04
s	4.06	3.71	

Center: O

The Social Reaction Inventory (SRI) - Parent Educators (N=57)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.22	7.24	3.83
s	3.02	3.49	

Center: P

The Social Reaction Inventory (SRI) - Parent Educators (N=24)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.67	7.29	1.05
s	3.62	4.29	

Center: Q

The Social Reaction Inventory (SRI) - Parent Educators (N=34)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	8.85	9.06	0.33
s	5.07	4.54	

Center: R

The Social Reaction Inventory (SRI) - Parent Educators (N=45)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	7.91	8.18	0.52
s	3.72	3.88	

Center: S

The Social Reaction Inventory (SRI) - Parent Educators (N=48)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.56	6.56	0.0
s	3.82	3.47	

Center: T

The Social Reaction Inventory (SRI) - Parent Educators (N=38)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	7.08	8.24	2.22
s	3.34	3.44	

Center: U

The Social Reaction Inventory (SRI) - Parent Educators (N=27)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	9.14	10.04	1.40
s	4.67	4.55	

Center: V

The Social Reaction Inventory (SRI) - Parent Educators (N=13)

Means, Standard Deviations, and t-Test of Difference (Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.69	8.15	1.95
s	2.84	4.52	

Appendix 8

Parent Educator Weekly Home Visit Report

The Home Environment Review

July, 1972

This Booklet to be retained by parent educator

PARENT EDUCATOR WEEKLY HOME VISIT REPORT

1972-1973 School Year

THIS WEEK'S VISIT

Col. 21 How many times was the visit attempted this week?
1. one
2. two
3. three
4. four
5. more than four
6. not attempted

Col. 22 The visit was:
1. completed

Not completed because:
2. it was cancelled by mothering one with no reason given
3. it was cancelled by mothering one with reason given
4. it was cancelled by PE with reason given
5. mothering one refuses participation in the Florida Model
6. other (weather, car broke, death, school holiday, etc.)

Col. 23 With whom was the visit made?
1. mother
2. father
3. other adult
4. brother or sister
5. other minor

Col. 24 During the home visit, the mothering one:
1. went out of her way to make me feel welcome (laughed, joked, etc.)
2. made me feel comfortable (smiled, talked openly, etc.)
3. went about the visit in a business-like way (cooperated...answered questions, did the task, etc.)
4. would not cooperate (did not answer questions, would not pay attention, was busy with other things)
5. actively resisted the visit (was discourteous, said bad things about the program, asked me to leave...)

Col. 25 During the visit the Follow Through child was:
1. available and was taught the task
2. available and was not taught the task
3. not available

Col. 26 During the visit there were disturbances in the room such as other adults, loud TV, crying baby, etc., which:
1. were not serious
2. caused some problem to the home visit
3. completely disturbed the home visit
4. there were no disturbances

Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

THIS WEEK'S TASK

Cols. 27, 28, 29, and 30
Which main task was presented (or re-presented) today? Place the four digit task number in Cols. 27, 28, 29, and 30. If you present task 0006 mark 0 in Col. 27, 0 in Col. 28, 0 in Col. 29, and 6 in Col. 30. If no main task was presented, then columns 27 through 36 should be filled in with 0's.

Col. 31 This week's task was developed by:
1. University of Florida
2. school
3. a parent
4. other

Col. 32 How did you present the main task?
1. told her
2. told her and showed her
3. told her, showed her, and had her tell me in her own words
4. told her, showed her, and did it together
5. told her, showed her, did it together, and then reversed roles of teacher and learner

Col. 33 How did the mothering one react to your instructions for the main task?
1. interested - reacted positively (nodded, smiled, asked questions, etc.)
2. neutral - listened but showed little positive or negative response
3. disinterested - reacted negatively (frowned, objected, belittled)

Col. 34 What kind of variations did the mothering one do when presenting task back?
1. presented it back exactly as it was presented
2. used different words in presenting task back
3. extended the task in presenting it back
4. did not present it to me

Col. 35 When you watched the mothering one teach the child the task:
1. the mothering one used all the DTB's which I stressed to her
2. the mothering one used some of the DTB's which I stressed to her
3. the mothering one used none of the DTB's which I stressed
4. the mothering one did not teach the task to the child

Col. 36 Did you adapt the task for this particular mother?
1. no-did it exactly as written
2. yes-after discussion with teacher
3. yes-after finding an unexpected situation or resource in the home
4. yes-after mothering one made suggestion during presentation

LAST WEEK'S TASK

Cols. 37, 38, 39, and 40
Which main task was presented, re-presented, or simply left in the home last week? Place the four digit task number in Cols. 37, 38, 39, and 40. If you presented task 0006 mark 0 in Col. 37, 0 in Col. 38, 0 in Col. 39 and 6 in Col. 40. If no main task was presented then columns 37 through 40 should be filled in with 0's.

Col. 41 Last week's task was:
1. attempted with the Follow Through child
2. not attempted with the Follow Through child

If 2 in Col. 41, then enter 0's in columns 42 through 49

Col. 42 Mothering one said that the child was _____ in the task. Choose one to fill in the blank.
1. highly interested
2. mildly interested
3. not interested
4. this information not requested
5. this information requested but not given

Col. 43 Mothering one said that the child was _____ in the last task. Choose one to fill in the blank.
1. highly successful
2. mildly successful
3. not successful
4. this information not requested
5. this information requested but not given

Col. 44 The mothering one said last week's task was:
1. important
2. of some importance
3. of no importance
4. this information not requested
5. this information requested but not given

Col. 45 The mothering one stated that the last task was:
1. too difficult for the child
2. just right for the child
3. too easy for the child
4. this information not requested
5. this information requested but not given

Col. 46 Who presented last week's task to the Follow Through child?
1. mother
2. father
3. brother
4. sister
5. other
6. two or more of the above
7. information not available or no one presented the task

Col. 47 How much time during the past week was spent teaching the task to the child in the home?
1. more than 3 hours
2. from 2 to 3 hours
3. from 1 to 2 hours
4. less than 1 hour
5. this information not requested
6. this information requested but not given

Col. 48 How much time did the mothering one say the child spent on the task last week?
1. more than 3 hours
2. from 2 to 3 hours
3. from 1 to 2 hours
4. less than 1 hour
5. she did not say

HOME-SCHOOL INFORMATION

Col. 49 How much time was spent with the teacher in planning this week's home visit?
1. less than 15 minutes
2. 30 minutes
3. 45 minutes
4. one hour
5. there was no planning period

Col. 50 How much time was spent with the teacher in talking about the visit afterwards?
1. less than 15 minutes
2. 30 minutes
3. 45 minutes
4. one hour
5. there was no follow-up conference

Col. 51 Did the mothering one visit the school last week?
1. yes
2. no
3. PE does not know

Col. 52 Did the mothering one work in the classroom last week?
1. yes
2. no
3. PE does not know

Col. 53 Did the mothering one attend any parent group meeting at the school last week? (not counting PAC)
1. yes
2. no
3. PE does not know

Col. 54 Did the mothering one or any of the child's relatives attend the last PAC meeting?
1. yes
2. no
3. PE does not know

Col. 55 Did you discuss the last PAC meeting with the mothering one?
1. yes
2. no

Col. 56 Did you tell the mothering one about the next PAC meeting?
1. yes
2. no

Col. 57 Was the child's school behavior discussed during the home visit?
1. yes
2. no

Col. 58 Were plans discussed or made for the mother to visit the school?
1. yes
2. no

GENERAL INFORMATION

Col. 59 Were songs, nursery rhymes, toy making, rhythm games or other enrichment materials presented to the mothering one for any child in the family (not including the task or task materials). 1. yes 2.

Col. 60 Did you discuss comprehensive services? 1. yes 2.

Col. 61 Did you ask mothering one for suggestions for tasks 1. yes 2.

Col. 62 Were suggestions for tasks given to you? (Please write on a sheet of paper and give to your teacher.) 1. yes 2.

Col. 63 Did the mother suggest a problem and ask for a special task to help her child in a special skill? 1. yes 2.

Col. 64 Did the mother assign any special duties to the child during the week? (clean room, set table, rake yard, etc.) 1. yes 2.

Col. 65 Did you see the child's work displayed in the home? 1. yes 2.

TEACHING BEHAVIOR

During the home visit did you both show and tell the mothering one how to:

Col. 66	Get the learner to ask questions?	1. yes 2. n
Col. 67	Ask the learner questions that have more than one answer?	1. yes 2. n
Col. 68	Get the learner to use more than one word when answering questions?	1. yes 2. n
Col. 69	Use praise and encouragement when the learner did well?	1. yes 2. n
Col. 70	Get the learner to make choices on the basis of evidence or standards?	1. yes 2. n
Col. 71	Give the learner time to think about the problem?	1. yes 2. n
Col. 72	Introduce new materials and let the learner become familiar with them before teaching the task?	1. yes 2. n

APPENDIX 8

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

THE HOME ENVIRONMENT REVIEW

This questionnaire and rating schedule is designed to be administered and scored by parent educators. Information derived from this Home Environment Review (HER) may be used to determine what happens in a child's home which may affect the way the child learns at school. Tasks may be developed to change some of the conditions in the home which are reflected by this scale.

The HER has nine (9) sections, each of which is divided into two parts. Part one is a questionnaire and part two is a rating scale. The parent educator first asks the parent the questions and records the parent's answers in the home. Then upon leaving the home, the parent educator rates these responses from a low score of 1 to a high score of 5. Nine ratings are made.

The original answers given by parents are retained by the teacher and parent educator and are used as an aid in task development. The nine ratings are sent to the University of Florida.

August, 1972

HOME ENVIRONMENT REVIEW (HER)

Parent's Name_____

Child's Name_____

Ask these questions of mothering one:

EXPECTATIONS FOR CHILD'S SCHOOLING

1. How much schooling do you expect your child will receive?

_____

_____

_____

2. How well do you think he/she will do in school?

_____

_____

_____

HOME ENVIRONMENT REVIEW (HER)

Parent's Name_____

PEs Name_____

Teacher's Name_____

City_____ Date_____

Child's Name_____

MARK ONLY ONE BOX WITH AN "X"

Expects child to finish college	5	☐
Expects child to complete high school	4	☐
Expects child to finish elementary school	3	☐
Expects child to complete some elementary school	2	☐
Not much expectation for child to receive schooling	1	☐

Page 2

AWARENESS OF CHILD'S DEVELOPMENT

1. At home did/does your child learn quickly to do anything?_____If yes, what?_____

_____

Is your child good at anything?_____
If yes, what?_____

_____

Based on what your child can learn quickly, what would he be good at in school?

_____

_____

2. At home did/does your child have trouble learning to do anything?_____
If yes, what?_____

_____

Are there things that your child is not so good at?_____If yes, what?

_____

_____

Based on what your child found difficult to do at home, what subjects would you think he might find troublesome at school?

_____

_____

MARK ONLY ONE BOX WITH AN "X"

Mother understands that both the child's strengths and weaknesses can be related to his school behavior	5 ☐
Mother understands that child's strengths may be related to school behavior but she does not see weaknesses are also related to school behavior	4 ☐
Mother can see the child has both strengths and weaknesses	3 ☐
Mother can see the child has strengths but no weaknesses, or weaknesses but no strengths	2 ☐
Mother does not seem to be aware of any particular strengths or weaknesses in her child	1 ☐

Page 3

REWARDS FOR INTELLECTUAL ATTAINMENT

1. While teaching your child when do you reward him/her and when do you punish him/her? _____

_____

_____

_____

2. How do you reward him/her?

_____

_____

_____

3. How do you punish him/her?

_____

_____

_____

4. If you were given a report card showing how your child worked at school, how would you use it?

_____

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

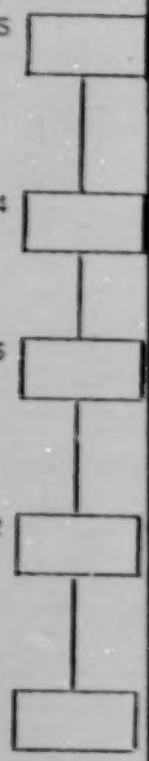
5 A clear cut system for giving rewards and punishment is used when parent is teaching child

4 Mother is aware that it is important to reward child when he is correct

3 Child is often punished for making mistakes, but seldom is child rewarded for being correct

2 Inconsistent! Mother rewards one minute, punishes the next minute

1 Child is seldom rewarded when being taught



PRESS FOR LANGUAGE DEVELOPMENT

1. How well do you feel your child is learning to speak English?

_____

_____

_____

2. Do you find it necessary to help your child learn to speak better?

_____

_____

_____

If so, what ways do you help him/her speak better?

_____

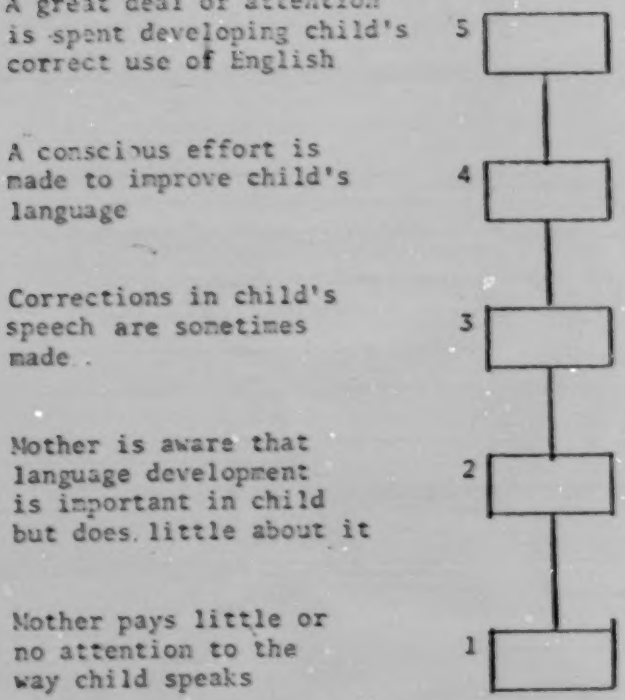
_____

_____

_____

Page 4

MARK ONLY ONE BOX WITH AN "X"


A great deal of attention is spent developing child's correct use of English
5
A conscious effort is made to improve child's language
4
Corrections in child's speech are sometimes made.
3
Mother is aware that language development is important in child but does little about it
2
Mother pays little or no attention to the way child speaks
1

AVAILABILITY AND USE OF SUPPLIES FOR LANGUAGE DEVELOPMENT

1. Do you get any newspapers or magazines?

_____

If so, what are they?_____

_____

_____

_____

2. Do you buy any books for your child?

_____What was the last one you bought?_____

_____

_____

3. Have you a dictionary?_____

What kind?_____

_____

Has your child a dictionary?_____

How often is it used?_____

_____

MARK ONLY ONE BOX WITH AN "X"

Dictionaries, books, children's books, newspapers, and magazines are in the home	5 ☐
Books, children's books, newspapers and magazines are in the home	4 ☐
Children's books, newspapers and magazines are in the home	3 ☐
Either newspapers or magazines are in the home	2 ☐
Neither newspapers nor magazines are in the home	1 ☐

Page 6

LEARNING OPPORTUNITIES OUTSIDE THE HOME

1. Do you ever get a chance to take a vacation?_____ If yes, do you go anywhere that might help your child to learn?_____If yes, give example

_____

_____

_____

2. Do you or your husband play with child outdoors or anywhere outside the home?_____If yes, do you try to teach him/her anything when you are playing with him?_____

If yes, give example_____

_____

_____

_____

3. Have you ever felt that you have taught your child something while you were outside the home, in the store _____church_____car_____or anywhere else_____ If so, what?_____

_____

_____

_____

How did you accomplish this teaching?

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

Parents make a clearcut effort to teach child outside the home	5
Parents make much effort to teach child outside the home	4
Parents make some effort to teach child outside the home	3
Parents make little effort to teach child outside the home	2
Parents pay no attention to teaching child outside home	1

Page 7

MATERIALS FOR LEARNING IN THE HOME

1. Do you let your child operate any appliances?_____If yes, which ones?

_____

_____

_____

How long have you allowed this?

_____

_____

What are your reasons for having your child operate or not operate appliances?

_____

_____

_____

2. Has your child a place of his own to do school work or play at doing school work?

_____

3. What kind of supplies are available for him to work with? (Observe and place X on appropriate lines)

Coloring books_____ Paste_____

Crayons_____ Paper_____

Paints_____ Ruler_____

Other (specify)_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

A systematic attempt is made to provide materials and situations for learning in the home	5
Many attempts are made to provide materials and situations for learning in the home	4
Some attempts are made to provide materials and situations for learning in the home	3
Few materials or situations are made available for learning in the home	2
No materials or situations are made available for learning in the home	1

Page 8

READING PRESS

1. Do you ever get anything to read for your child from the library?_____
If yes, why?_____

_____

_____

2. Do you have your own library of books?_____

3. Have you bought any books or other reading materials for your child recently?_____If so, what?

_____

_____

_____

4. Do you read to your child?_____

If so, why?_____

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

A systematic effort is made to use reading materials to teach child	5
Library books and other reading materials are available and used to teach child	4
A library book has been brought home	3
Books are in the home - none from library	2
Not much reading material in the home	1

Page 9

TRUST IN SCHOOL

1. If a child begins school poorly do you think he could get a bad reputation?

Yes_____ No_____

2. Could a bad reputation which a child gets at first last all through school?

Yes_____ No_____

3. What can be done to prevent a child from getting a bad reputation in school?

_____

_____

_____

_____

_____

4. Is there any way that your child might not benefit from going to school?_____

_____

_____

_____

5. When it comes to treating your child fairly, how reasonable are the people who run the school?

_____

_____

_____

MARK ONLY ONE BOX WITH AN "X"

A great deal of trust of school	5 ☐
More trust of school	4 ☐
Some trust of school	3 ☐
Little trust of school	2 ☐
No trust of school	1 ☐

Appendix 9

The Role of the Consultant and the Utilization of Consultant Trip Time

APPENDIX 9

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
Project Follow Through

June 4, 1970
(Amended June 28, 19

MEMORANDUM

TO: All Follow Through Liaison Officers and Consultants

FROM: Dr. Ira J. Gordon, Director

SUBJECT: The Role of the Consultant and the Utilization of Consultant Trip Time

The consultant's main function is as an inservice educator in enabling the community to implement the program. Some of his time will be taken up with administrators but this should be confined to a minimal amount, and should be mostly when the consultant is also the liaison officer to that community.

1. Preparation for Consultant's Visit - The consultant should have a conference with the liaison officer which should include: (a) a review of information concerning the community which may consist of letters, previous trip reports and oral communication, (b) a statement of the present situation as reflected in the HERs, PEWRs and, if this is a first or a second consultant trip, the predata. This will be based upon the information that liaison assistants will have provided to the liaison officers, (c) joint viewing by the liaison officer and the consultant of the home video tape and the classroom video tape from the community. The suggestions to the community for what to video tape in the classroom are in a separate memorandum.

The central staff will have previewed this tape and applied systematic observation to it so that the liaison officer will be able to brief the consultant as to particular points he wishes highlighted in the areas of task development, teacher-parent educator role relationships, instructional procedures in teaching the mother (task delivery), etc., (d) some discussion by the liaison officer of what specific activities or goals he wishes accomplished which may reflect some communication he has received from the community, but should reflect his own view of where the community stands.

2. The Consultant Visit - Each visit should have: (a) a meeting with the PAC or a PAC committee for reporting to the PAC on what is happening in the program, and hearing from the PAC about their concerns in the implementation of the program. This meeting should be seen as educating the PAC in the program and educating us in the needs, desires, aspirations and perceptions of the parents. It should not be a "confrontation" but a dialogue and a cooperative meeting to enable the partnership to develop fully, (b) at least a half-day workshop attended by all teachers and parent educators (this has been stated in the Letters of Agreement that the communities have signed) utilizing the video tape which has been previewed in Gainesville and taken back by the consultant to focus on those issues and concerns discussed in the conference with the liaison officer. This may mean a workshop on teacher-parent educator relationships or on task development, or on any other issue revealed by the video tape, (c) at least half of the visit time should be in the planning-home visit-report cycle. That is, if the meeting with the PAC takes a morning and the workshop takes an afternoon, the remaining consultant day should be split with half of it being spent on the cycle. If the PAC meeting is scheduled

in the evening between the first and second days, then more time can be spent in the home visit cycle. It is central that consultants observe as many cycles as possible because this reinforces in both the parents' minds and the schools' minds that this is the central thrust of the model.

At the completion of the planning phase of the cycle, the teacher and the consultant should independently complete the conference check sheet and this can then become a guide for discussion of the planning session.

At the completion of each home visit, the consultant and the parent educator should independently complete the PEWR and should then have a briefing session in which the consultant can highlight some of the issues such as adequate instruction of the mother, and adequate demonstration by the mother that she understands the task. There should be a briefing session with the teacher as well as the parent educator upon the completion of the home visit, to be sure that the teacher finds out what happened, and for the consultant to see the manner in which the parent educator reports to the teacher, using the PEWR as a reporting device. During the classroom visit (in conjunction with the planning and reporting) the consultant should observe the teacher-parent educator role relationships and, if at all possible, see the means used by the teacher and her parent educators in creating tasks from the classroom curriculum and activities. This visit should not be used for commenting upon curriculum or classroom organization, management, discipline, the use of learning centers. It should focus on: (1) role relationships, (2) task development. In the latter it may very well include some teaching or highlighting the use of observation for task development.

If we expect our teachers and parent educators to become oriented to observation, then we must demonstrate by modeling behavior that we are oriented to observation and use it as feedback. The PEWR will serve as an observation schedule on the home visit; the conference schedule as an observation of planning.

Individual communities may wish to use a particular visit to highlight a special need, or may plan fewer visits of longer duration, or request a team of consultants. Plans for such activities are at the discretion of the community and the Institute's liaison officer. The visit described above is the basic pattern; adjustments are always a matter of planning and communication between the community and the Institute. The aim is to implement the program; the means are adjustable within the general limits of the model.

In order to strengthen the PAC, consultant service by a former PAC chairman, Mr. James Bracey of Richmond, Virginia, is available without charge at the request of the local community. His duties are listed in Appendix D.

3. Consultant Trip Report - (a) Upon returning to Gainesville, the consultant writes a detailed trip report including his comments upon the meeting with the PAC, the content and effectiveness of the inservice workshop, comments about problems in home visits or in classroom, reference by name to teachers and parent educators who seem to be doing an outstanding job. This report should be typed by the Follow Through secretary so that the liaison officer automatically receives a copy of it, the consultant receives a copy for his files, and a copy remains in the Follow Through file for the community. (b) Based upon that trip report, the liaison officer

will then write a letter to the community, highlighting whatever portions of the report he feels are essential. In no way should the consultant write a substantive report to the community directly. His report is rendered to the liaison officer. The community should receive only one substantive letter and that from the liaison officer. If the consultant wishes to write a personal-type thank you note to the coordinator, in glittering generalities about how much he enjoyed the visit, then he may do this although I would suggest it is not necessary, but he should not report to the coordinator in writing. The liaison officer has the responsibility for a written communication after each consultant trip report to that community. In that written communication he may indicate what he would hope they would do for the next video-taping session, or ask for other kinds of information, or report to them about the people who seem to be doing rather well. Either as a part of this letter, or as a separate communication, the community should receive a report on its activities based upon the tasks it has sent to Florida, the PEWR data and any other evaluation materials received in the Institute. This report will be developed by the central staff, but will be sent by the liaison officer. All written communications to the community are sent by or through the liaison officer.

Appendix 10

Guide to Accompany
Overview of the Home Visit Cycle Module

Guide to Accompany
Teacher-Parent Educator Home Visit Planning Conference
in the Florida Follow Through Program Module

APPENDIX 10

Guide to Accompany
OVERVIEW OF THE HOME VISIT CYCLE MODULE
by
Gordon E. Greenwood

Instructions: Follow along with the viede-tape by reading the material below as it appears on the tape.

Objectives of Module:

1. Learner can list, in order, the three steps involved in the home visit cycle.

2. Learner can describe the four activities involved in the first step of the home visit cycle.

3. Learner can describe the three activities involved in the second step of the home visit cycle.

4. Learner can describe the third step of the home visit cycle.

The Florida Follow Through Model is one of several federally-funded experimental programs that attempts to change the kind of educational experience that children from low-income backgrounds receive during their first four years (K-3) of schooling.

In the Florida Model, the emphasis is on changing the kind of educational experience that the child receives at home as well as at school. Two adults, usually mothers from low-income backgrounds, are trained to work in the classroom with the teacher as a team. These adults, called "parent educators", also visit the homes of the children in the classroom weekly in order to teach an enrichment type learning activity called a "task" to the child's mother, who later teaches it to the child.

Before the parent educator makes a home visit, she plans for the visit with the teacher and assists her in preparing the task that is taken into the home. The next week the parent educator helps the mother evaluate the effect of last week's task on the child and brings in a new task. Information that the parent educator receives during the home visit is then fed into the next teacher-parent

educator planning conference. Thus, a definite cycle of events is involved in making home visits.

Each home visit can be broken down into a cycle of three steps: (1) the teacher and parent educator plan for the home visit; (2) the parent educator makes the home visit; (3) the mother later teaches the task to the child. The cycle then begins again as the teacher and parent educator evaluate the last home visit and plan for the next one. Now let's examine each of the three steps, one at a time, and break each down into the activities that are involved.

First, when the teacher and parent educator plan for a home visit, they: (a) review the last home visit and discuss any problems that the parent educator may have encountered (especially useful in this process is an instrument called the Parent Educator Weekly Report (PEWR) that the parent educator fills out after each home visit); (b) select and/or build the next task that is to be taken into the child's home. The teacher then (c) teaches and demonstrates the task to the parent educator in the same manner that she desires the parent educator to teach it to the mother. This is followed by (d) the parent educator teaching the task back to the teacher (who role-plays the mother). The teacher helps the parent educator examine both her teaching methods and her understanding of the content of the task.

Now let's watch a teacher and a parent educator as they plan for a home visit. Watch the video-tape for examples of the four activities involved in the first step of the home visit cycle.

The second step in the home visit cycle is for the parent educator to make the home visit and teach the task to the mother. In doing so, the parent educator engages in the following activities. (a) She obtains information from the mother on how last week's task went when the mother taught it to the child.

(The parent educator also obtains certain home-school and general information from the mother that is not shown in this module.) (b) The parent educator teaches and demonstrates this week's task to the mother in the same way that she desires for the mother to teach it to the child. This is done by having the mother role-play the child as the parent educator teaches her the task. (c) The mother then teaches the task back to the parent educator who role-plays the child.

Now let's watch the parent educator as she makes her home visit. See if she follows the plans that she and the teacher made earlier. Watch the video-tape for examples of the three activities involved in the second step of the home visit cycle.

The third step in the home visit cycle, and one that the teacher and parent educator seldom get to observe directly, is the mother teaching the task to the child. Watch now as the mother teaches the task to the child. See if the mother seems to understand the task and teaches it in the manner that the parent educator taught it to her. Watch the video-tape for an example of the third step of the home visit cycle.

The home visit cycle begins all over again at the next teacher-parent educator planning conference when they evaluate the home visit that we saw earlier and plan together for the next one. All the activities involved in the home visit cycle are repeated weekly since each child's home is visited each week.

Now turn to the next page and see if you are able to answer the questions that you will find there. If not, please go back and view again those parts of the module related to the questions that you are unable to answer.

Evaluation: Please answer the following questions.

1. List, in order, the three steps involved in the home visit cycle.

   (1)

   (2)

   (3)

2. Describe the four activities involved in the first step of the home visit cycle.

   (1)

   (2)

   (3)

   (4)

3. Describe the three activities involved in the second step of the home visit cycle.

   (1)

   (2)

   (3)

4. Describe the third step in the home visit cycle.

APPENDIX 10

Guide to Accompany
Teacher-Parent Educator Home Visit Planning Conference
in the
Florida Follow Through Program Module
by
Gordon E. Greenwood

Objective: Learner can describe the four activities of the Teacher Parent Educator Home Visit Planning Conference

The Florida Follow Through Model is one of several federally-funded experimental programs that attempts to change the kind of educational experience that children from low-income backgrounds receive during their first four years (K-3) of schooling.

In the Florida Model, the emphasis is on changing the kind of educational experience that the child receives at home as well as at school. Two adults, usually mothers from low-income backgrounds, are trained to work in the classroom with the teacher as a team. These adults, called "parent educators," visit the homes of the children in the classroom weekly in order to teach an enrichment type learning activity called a "task" to the child's mother, who later teaches it to the child.

At least three kinds of planning between the teacher and the parent educator are essential for the parent educator to be able to effectively perform her classroom and home visit activities: (1) planning for home visits; (2) building new tasks to be taken into the home; (3) planning for classroom activities. All three kinds of planning are likely to require five hours or more of planning time per week. This module will focus only on the first kind of planning: planning for a home visit.

Four activities are involved when a teacher and a parent educator plan for a home visit. They: (1) review the last home visit and discuss any problems that the parent educator may have encountered (especially useful in

this process is an instrument called the Parent Educator Weekly Report (PEWR) that the parent educator fills out after each home visit; the PEWR will be discussed in detail in another module); (2) select the next task that is to be taken into the child's home. Often the teacher and parent educator build a new task, although that activity is not shown in this module. The teacher then (3) teaches and demonstrates the task to the parent educator in the same manner that she desires the parent educator to teach it to the mother. This is followed by (4) the parent educator teaching the task back to the teacher (who role-plays the mother). The teacher helps the parent educator examine both her teaching methods and her understanding of the content of the task.

Now let's watch a teacher and a parent educator as they plan for a home visit.

The teacher and the parent educator will begin by reviewing the last home visit and will discuss any problems that the parent educator may have encountered in teaching the task to the mother. During the conference, the teacher refers to the Parent Educator Weekly Report (PEWR) that the parent educator, who is seated on the right of your screen, fills out after each home visit.

The second thing that the teacher and the parent educator will do is select the next task that is to be taken into the child's home. They will attempt to select a task that is appropriate for the individual child.

After selecting an appropriate task, the teacher will teach and demonstrate the task to the parent educator in the same manner that she desires the parent educator to teach it to the mother.

After the teacher shows the parent educator how to teach the task to the mother, the parent educator then teaches it back to the teacher who role-plays the mother. In this way, the teacher can determine whether the parent educator understands both the content of the task and the teaching behaviors that are appropriate in teaching the content.

One day soon after the planning session, the parent educator will visit the home, teach the task to the mother, fill out the PEMR, and briefly report back to the teacher how the home visit went. All of this information will then be fed into the next planning session prior to the parent educator visiting that particular home.

Evaluation:

1. Describe the four activities involved in the teacher-parent educator home visit planning conference.

   (1)

   (2)

   (3)

   (4)

2. Role-play with another person the activities involved in planning for a home visit.

3. Role-play a planning session again, but this time video-tape the performance and compare it to the module tape.

Appendix 11

Instruments Developed

in Alachua County, Florida

For 3. a. see Appendix 3

Report on Parent Interviews Conducted

in Alachua County, Florida 1973

Form A
Coordinator

APPENDIX 11

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida

We are gathering the following information on parent educators so that we can assess changes brought about in the Follow Through Program. Only group data will be reported. There are no right or wrong answers to the questions, so do not hesitate to answer them honestly and fully.

NAME_____

Date_____ Community_____

1.___ The Florida Model was adopted by your project in:

Please check appropriate school year: (1) 1971-72_____
(2) 1970-71_____
(3) 1969-70_____
(4) 1968-69_____

2.___ (2-9) How many parent educators have you employed during each school year you have participated in the Florida Model?

1968-69_____ 1970-71_____
1969-70_____ 1971-72_____

3.___ (10-17) During each of these school years, how many parent educators dropped out of the program irregardless of the reason.

1968-69_____ 1970-71_____
1969-70_____ 1971-72_____

4.___ (18-25) How many of the original group of parent educators that you employed during your first year in the Florida Model continued to be employed in the project as parent educators during the following school years?

1968-69_____ 1970-71_____
1969-70_____ 1971-72_____

5.___ (26-33) How many parent educators obtained high school diplomas as a result of their participation in the Florida Follow Through program during the following school years?

1968-69_____ 1970-71_____
1969-70_____ 1971-72_____

6.___ (34-49) How many parent educators who already had a high school diploma took college courses as a result of their participation in the Florida Follow Through

program as a parent educator? Please indicate the number of such parent educators and the number of college semester credit hours taken during the following school years:

	No. of PE's	No. of semester credit hours
1968-69		
1969-70		
1970-71		
1971-72		

7.___ (50-57) How many parent educators have changed their housing patterns during the following school years? Example: Made major changes in their original home, or moved to a new home and/or neighborhood?

1968-69_____ 1970-71_____
1969-70_____ 1971-72_____

8.___ (58-63) Have parent educators' salaries increased since your program first entered the Florida Model? Please indicate the amount of increase from the beginning of the project to the current school year.

From $_____monthly (Average beginning year salary) To $_____monthly (Average current salary)

9.___ (64-66) What is the highest monthly salary a parent educator has received since the beginning of the project? $_____ per month.

10.___ (67-70) What was the average age of the parent educators at the beginning of the project? _____ At the present time?_____

11.___ (1-2) How many parent educators have become teacher's aides in non-Follow Through classrooms since the beginning of the project? _____

12.___ (3-4) How many parent educators have become teachers since the beginning of the project? _____

13.___ (5-6) How many parent educators have entered teacher education programs?_____

14.___ (7-8) Give the names of parent educators who were Follow Through parents before being employed. (attach sheet if necessary) _____

_____

_____

_____

_____

15. ___ (9-10) Give the names of parent educators who are still Follow Through parents. (attach sheet if necessary) _____

_____

_____

_____

_____

16. ___ (11-12) Have the number of male parent educators that you employ in the project increased since your first year of operation?

From _____ To _____
(no. first year) (no. current year)

Form B
Parent Educators

APPENDIX 11

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida

We are gathering the following information so that we can assess changes in the Follow Through Program.

Your name is needed for purposes of proper statistical treatment of the data. There are no right or wrong answers to the questions so do not hesitate to answer them honestly and fully. Please do not hesitate to secure the assistance of your coordinator if you need help in completing this form.

NAME _____

Date _____

School _____ Grade Level _____

Community _____ _____

1.___ Race or ethnic group - (circle one): (1) White (2) Black
(1) (3) Chicano (4) Indian
(5) Other (specify) _____

2.___ Sex (circle): (1) Male (2) Female
(2)

3.___ Age last birthday _____
(3-4)

4.___ Marital status: (1) unmarried (2) married (3) divorced
(5) (4) separated (5) widowed

5.___ Date first employed as parent educator _____
(6-9) (Month) (Year)

6.___ Have you been continuously employed as a parent educator during the regular
(10) school year since that date? (1) Yes (2) No

7.___ If you have dropped out of the program as a parent educator, please explain dates and details involved.

_____

_____

_____

_____

8.___ Number of months of experience as a parent educator._____
(11-12)

9.___ (13-15) The highest grade level of your education before becoming a parent educator. (Circle the highest grade level of your education before becoming a parent educator and indicate what year you completed it.)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college What yr?_____

10.___ (16-18) The highest grade level of your education since becoming a parent educator is? (Circle the highest grade level of your education since becoming a parent educator and indicate what year you completed it.)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college What yr?_____

11.___ (19) The highest grade level of education that your father completed: (Please circle answer)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college

12.___ (20) The highest grade level your mother completed: (Please circle answer)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college

13.___ (21) What was your father's main occupation? (Be specific. For example: owner of small restaurant, assembly line worker, construction) _____

_____

14.___ (22) What was your mother's main occupation? (Be specific. For example: telephone operator, housewife, domestic.) _____

_____

15.___ (23) What was your occupation prior to participating in this project? (Be specific. For example: domestic, housewife, telephone operator.) _____

_____

16.___ (24-27) Since becoming a parent educator have your housing conditions changed? (Please answer the following questions)

___ Since becoming a parent educator, have you: (Circle choice)
(1) continued to live in the same house
(2) moved to a different house, or houses

___ If your house is the same, have you made made major changes such as painting, repairs, new furniture, appliances, etc. (Circle choice):
(1) Yes (2) No

___ If you have moved to a different house, or houses, is the house that you live in <u>now</u> (Circle choice):

(1) better than your old house
(2) about the same as your old house
(3) poorer than your old house

___ If you have moved to a different house, or houses, is the <u>neighborhood</u> that you live in <u>now</u> (Circle choice):

(1) better than your old neighborhood
(2) about the same as your old neighborhood
(3) poorer than your old neighborhood

17.___ (28-29) How many children did you have prior to becoming a parent educator? _____

18.___ (30-31) How many children do you have now? _____

19.___ (32) How many credit cards did you own prior to becoming a parent educator? _____ (no. of credit cards)

20.___ (33) How many credit cards do you now own? _____ (no. of credit cards)

21.___ (34) What education has been made available to you since becoming a parent educator? (Please circle answer)

(1) College courses
(2) Basic education courses
(3) Refresher high school courses
(4) Refresher basic college courses
(5) GED exam
(6) Other (specify) _____

22.___ (35) When Follow Through ends, what occupation do you wish to enter? (Please be specific) _____

_____

23.___ (36-38) Has your knowledge in the following areas increased significantly as a result of your being in the Follow Through program? (Check yes or no)

Availability of medical, social and dental services	(1) Yes	(2) No
Legal assistance to low income persons	(1) Yes	(2) No
Workmen's compensation	(1) Yes	(2) No.

24.___ (39) Do you speak school type English better as a result of your having participated in Follow Through? (Circle answer)

(1) No better
(2) A little better
(3) Much better

25.___ (40) Do you dress differently now than you did prior to becoming a parent educator? (Circle answer)

(1) No (2) A little better (3) Much better

26. (41) Has your attitude about understanding and managing children changed since you have become a parent educator? (Circle answer)

(1) No (2) Changed a little (3) Changed a great deal

27.___ (42-46) Has your attitude about understanding and managing <u>your own</u> children changed in the following areas since you have become a parent educator? (Circle the appropriate answer following each area, using the following choices: 1-No; 2-Changed a little; 3-Changed a great deal.)

(42)___	Reasoning	1	2	3
(43)___	Spanking	1	2	3
(44)___	Talking	1	2	3
(45)___	Explaining why	1	2	3
(46)___	Asking what their problems are	1	2	3
	Other (specify) _____			

28.___ (47-50) Have you taught the following school activities to your children at home? (Circle Yes or No for each activity)

(47)___	Reading books to your children	(1) Yes	(2) No
(48)___	Talking more with your children	(1) Yes	(2) No
(49)___	Working with your children	(1) Yes	(2) No
(50)___	Playing with your children	(1) Yes	(2) No

29.___ (51) Were you an active PAC member (attending meetings and participating regularly) before becoming a PE? (Circle answer) (1) Yes (2) No

30.___ (52) If yes, how many years were you an active PAC member just before you became a parent educator? (Circle No. of years) 1 2 3 4 5

31.___ (53) Were you an active classroom volunteer just before becoming a parent educator? (Circle answer) (1) Yes (2) No

32.___ (54-63) If yes, approximately how many days did you work as a classroom volunteer during the following school years:

1968-69_____	1970-71_____
1969-70_____	1971-72_____

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

PROJECT FOLLOW THROUGH

Questionnaire

Please return this questionnaire as soon as possible, and no later than September 30, 1972, to:

Mrs. Betty Bozler
College of Education
University of Florida
520 Weil Hall
Gainesville, Florida 32601

I. These questions only concern activities during the 1971-72 school year.

1. How many tasks did parents write during the 1971-72 school year?

_____(give number).

2. How did you inform your parents of PAC meetings?_____

_____

Parents were generally given an agenda:
1. 1 or 2 weeks prior to each meeting_____ or
2. at the meeting _____ or
3. not at all_____or
4. other (please explain)_____
_____

3. Have any of your PAC members either acting individually or as private groups had contact with the school administration or the school board?

Yes_____ No_____

If so, please indicated the circumstances surrounding each meeting and the number and the nature of the persons involved.

_____

_____

_____

_____

(please use another sheet of paper if necessary).

II. List the following information about the 1971-72 city-wide PAC meetings.

(7-8) Column A - Give the date of each city-wide PAC meeting during the 1971-72 school year.

Column B - Give the main activity of that meeting.

(9-11) Column C - Give the total number of parents attending that meeting.

(12-13) Column D - Give the total number of teachers and parent educators attending that meeting.

Column A	Column B	Column C	Column D
City-Wide PAC Meeting Dates	City-Wide PAC Main Activity	Total No. of Parents	Total No. of Teachers & PEs
1.			
2.			
3.			
4.			
5.			
6.			

City-Wide PAC Meeting Dates	City-Wide PAC Main Activity	Total No. of Parents	Total No. of Teachers & PEs
7.			
8.			
9.			
10.			

Use back of this form if more space is needed.

III. List the following information about "mini" or "sub" PAC meetings during the 1971-72 school year.

Column A - Give the name of each "mini" or "sub" PAC appointed during the 1971-72 school year.

Column B - List the dates of all "mini" PAC meetings.

Column C - List the main activity of each of these meetings.

Column D - List the number of parents attending each of the meetings.

Column E - List the number of teachers and PEs attending each of those meetings.

Column A	Column B	Column C	Column D	Column E
Name of each Mini PAC	Dates of Meetings	Main Activities of meetings	Parents attending each meeting	Teachers & PEs attending meeting
1.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.

Name of each Mini PAC	Dates of Meetings	Main Activities of meetings	Parents attending each meeting	Teachers & PEs attending meeting
2.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
3.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
4.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
5.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
6.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.

Name of each Mini PAC	Dates of Meetings	Main Activities of meetings	Parents attending each meeting	Teachers & PEs attending meeting
7.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
8.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
9.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.

Use back of this form for other "mini" PAC meetings.

IV. List the following information about City-Wide PAC committees.

Column A - List the names of every City-Wide PAC committee.

Column B - List the date of each meeting held by that City Wide PAC committee.

Column C - List the main activity of that meeting.

Column D - List the attendance.

Column A	Column B	Column C	Column D
Name of City-Wide PAC Committee	Dates of Meetings	Main Activity of meeting	Attendance of meeting
1.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
2.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
3.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
4.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Name of City-Wide PAC Committee	Dates of Meetings	Main Activity of meeting	Attendance of meeting
5.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
6.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
7.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
8.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Use back of this form if additional space is needed.

V. List below the following information about 1971-72 "mini" or "sub" PAC Committees.

Column A - List the names of every "mini" PAC Committee.

Column B - List the dates of every "mini" PAC Committee meeting.

Column C - List the main activities of these meetings.

Column D - List the attendance of each of these meetings.

Column A	Column B	Column C	Column D
Names of "mini" PAC Committees	Dates of Meetings	Main Activity of meetings	Attendance of meetings
1.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
2.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
3.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Names of "mini" PAC Committees	Dates of Meetings	Main Activity of meetings	Attendance of meetings
4.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
5.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
6.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
7.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
8.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Use the back of this form if more space is needed.

VI. Please be sure to attach the following material to this questionnaire.

1. Send a copy of your PAC By-Laws and the By-Laws for each of your subcommittees.

   • Place a check mark in the appropriate space:

   We have already sent our By-Laws _____.

   We are now sending our By-Laws _____.

2. Please attach a copy of the summary sheet records of voluntary parental participation in the Follow Through Classroom. (NOTE: DO NOT include records of parent-educators.)

FOLLOW THROUGH

Teacher Conference Guide

Teacher _____ Date _____

Parent Educator _____

1. Teacher interprets the HER and PEWR data collected by PE.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

2. Teacher plans with PE for a home visit.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

3. Teacher develops tasks with the assistance of PE.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

4. Teacher plans with the parent educator for classroom instructional activities (e.g.: goes over daily lesson plans and helps PE learn teaching skills).

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

5. Teacher supervises the parent educator's classroom instructional activities.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

6. Teacher knows the purpose and nature of the Follow Through Program in her particular school.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

7. Teacher communucates with PE (e.g.: considers her comments and suggestions).

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

8. What are this teacher's strong points in working with PE's?

9. Are there areas in which this teacher needs to improve in working with PEs?

APPENDIX 11

FOLLOW THROUGH

Parent Educator Conference Guide

Parent Educator_____ Date_____

Teacher_____

1. PE administers the HER, IEMF, and the PENR.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

2. PE plans with the teacher for a home visit.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

3. PE develops tasks with the assistance of the teacher.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

4. PE plans with the teacher for classroom instruction and instructs individuals and groups in classroom under teacher's direction.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

5. PE teaches task to parent as planned.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

6. PE knows the purpose and nature of the Follow Through Program in her particular school and her role in it.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

7. Teacher has been able to devote more time to pupils who need individual help as a result of the PE's presence in the classroom.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

8. PE has good rapport with children.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

9. PE has shown initiative in helping in the classroom.

   Yes _____ No _____ Unable to Rate _____

   If no, indicate specific course(s) of action agreed upon.

10. What are this PE's strong points?

11. Are there areas in which this PE needs to improve?

Consultant's Home Visit Observation Report

Gordon Greenwood, Betty Bozler, Nancy Bear

The purpose of this instrument is to determine whether or not the parent educator engages in certain behaviors when making a home visit and in completing the PEWR. In order to use this instrument, the consultant should ask both the teacher and the parent educator to provide him with the following prior to going on the home visit: (1) copies of last week's and this week's tasks; (2) the numbers of the Desirable Teaching Behaviors that they feel are appropriate to this week's task; (3) information on how much time they spent in planning for this week's home visit. It will be necessary for the consultant to have his own copy of the PEWR and he may find it helpful to take the PEWR manual along with him.

Having obtained the above information, the consultant should use this instrument as follows. First, the parent educator should alert the mother in advance that a consultant working with the Follow Through Program at school, Mr. _____, will be coming in with her during the next home visit to observe the parent educator doing her job. Second, immediately after the home visit the consultant should summarize the parent educator's behavior on this instrument. Third, after the home visit, the consultant and parent educator should sit down together and, without talking to one another, independently fill in a PEWR on the home visit. The consultant should then compare his PEWR item by item with that of the parent educator and ask her about any differences that exist and make item adjustments in his PEWR if the parent educator makes a convincing case.

The parent educator's performance will be scored as follows. A total of ten points are possible if the parent educator successfully performs all possible behaviors under each number. If the consultant does not consider a certain behavior appropriate to the home visit (e.g.: having the mother role play the task back), he should draw a line through it to indicate that it does not apply in this particular situation.

PE _____ Date _____ Score _____

Consultant _____ Community _____

Directions: Check "yes" or "no" as appropriate for each item.

1. In asking the mothering one about last week's task, the parent educator gathered sufficient data to fill in the PEWR items on:

___yes, ___no Whether task was attempted
___yes, ___no Child's success
___yes, ___no Child's interest
___yes, ___no Task's importance
___yes, ___no Task's level of difficulty
___yes, ___no Who presented task
___yes, ___no Time spent teaching task
___yes, ___no Time child spent doing task

2. The parent educator presented this week's task to the parent by:

___yes, ___no telling
___yes, ___no demonstrating
___yes, ___no having mother role play task back

3. Did the parent educator adapt the task? ___yes, ___no

___yes, ___no If "yes" was the adaptation appropriate?

___yes, ___no If "no" should the task have been adapted? (Consultant should discuss reasons for adapting or not adapting with parent educator and teacher before marking item.)

4.
___yes, ___no Did the parent educator spend an adequate amount of planning time with the teacher prior to the home visit?

___yes, ___no If "no" was the inadequate planning at least partly the fault of the parent educator?

5.
___yes, ___no Did the parent educator discuss in detail the last PAC meeting with the parent and/or tell the parent about the next PAC meeting (discuss agenda, transportation, time and place)?

6.
___yes, ___no Did the parent educator obtain suggestions about new tasks from the parent?

___yes, ___no If "yes", did the parent educator attempt to get the parent to expand on the task idea?

___yes, ___no If "yes", did the parent educator write down the parent's task suggestions and explain them to the teacher?

7.

___yes, ___no Did the parent educator attempt to relate to the mothering one in a warm, friendly, and positive manner?

8. What Desirable Teaching Behaviors did the teacher and parent educator agree were appropriate to this week's task (write down numbers from attached list of Desirable Teaching Behaviors). _____

What Desirable Teaching Behaviors did the parent educator both demonstrate and explain to the mother (write down numbers from attached list of Desirable Teaching Behaviors). _____

9. After the consultant and the parent educator independently fill in PEWRs on the home visit and discuss differences in marking, the consultant should place a checkmark (on his copy of the PEWR) beside any item that the parent educator marked inaccurately and attach his copy of the PEWR to this instrument.

10.

___yes, ___no Were there other behaviors that the parent educator should have engaged in that were essential to the effectiveness of the home visit or to filling in the PEWR that she failed to perform (e.g.: failed to discuss comprehensive services when parent indicated that she needed help or failed to find out whether the mothering one visited school last week)? If "yes" please explain: _____

_____

_____

DESIRABLE TEACHING BEHAVIORS

These teaching behaviors should be incorporated into all teaching-learning situations, and not confined only to formal "task-time".

1) Elicit questions from the learner.

2) Ask questions that have more than one correct answer.

3) Elicit more than one-word answers from the learner; encourage the learner to enlarge upon response and use complete sentences.

4) Praise the learner when he does well or even takes small steps in the right direction. Let the learner know when he is wrong, but do so in a positive or neutral manner.

5) Get the learner to evaluate or make judgments or choices on the basis of evidence and/or criteria, rather than by random guessing, chance, luck, authority, etc.

6) Give the learner time to think about the problem; don't be too quick to help.

7) Give the child some time to familiarize himself with the task materials. Before proceeding into a structured learning situation, give the learner an introduction or overview.

The Purdue Elementary Problem Solving Inventory

may be obtained from:

Dr. John F. Feldhusen
Division of Education
Purdue University
West Lafayette, Indiana 46205

APPENDIX 11

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

Cincinnati Autonomy Test Battery
Child Score Form

Child's Name_____ Tester_____

School_____ Date_____

Community_____ Grade_____ Sex___ Race___

Task Initiation: (Circle proper rating)

1. No initiation. Child sat with hands in lap and watched E. Child sat and looked about the room.

2. Minimal contact: No real involvement is shown - child touched figures but withdrew. Child knocked figure down and immediately withdrew.

3. Initiation but minimal involvement. Child moves figures about randomly but no organization. Child lays all figures down - no systematic play.

4. Initiation - high degree of involvement - organized activity. Child pairs all animals or stands them side by side. Child groups figures and puts them inside barricade. Child puts figures on top of one another.

October, 1972

Activity

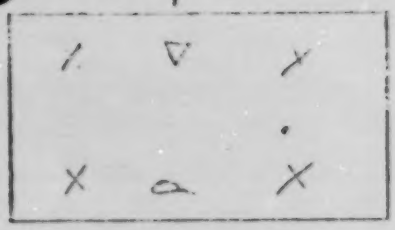
Verbalization

	Manip. Explor.	Tact. Explor.	Visual Explor.	Other	Move Subject	Move.-box	Time	LX Related: Quest &/or Comment	LX Related: Fantasy	Other: Quest &/or Comment	Other: Fantasy
.50	me	te	ve	other	m-s	m-b	.50	q &/or c	fan	q &/or c	fan
1.00	me	te	ve	other	m-s	m-b	1.00	q &/or c	fan	q &/or c	fan
1.5	me	te	ve	other	m-s	m-b	1.50	q &/or c	fan	q &/or c	fan
2.00 prompt	me	te	ve	other	m-s	m-b	2.00 prompt	q &/or c	fan	q &/or c	fan
2.50	me	te	ve	other	m-s	m-b	2.50	q &/or c	fan	q &/or c	fan
3.00 term	me	te	ve	other	m-s	m-b	3.00 term	q &/or c	fan	q &/or c	fan
3.50	me	te	ve	other	m-s	m-b	3.50	q &/or c	fan	q &/or c	fan
4.00	me	te	ve	other	m-s	m-b	4.00	q &/or c	fan	q &/or c	fan
4.50	me	te	ve	other	m-s	m-b	4.50	q &/or c	fan	q &/or c	fan
5.00	me	te	ve	other	m-s	m-b	5.00	q &/or c	fan	q &/or c	fan

Response Variability

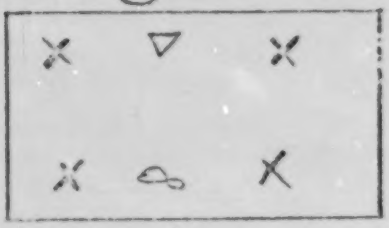
Score (number of different ways)_____

1

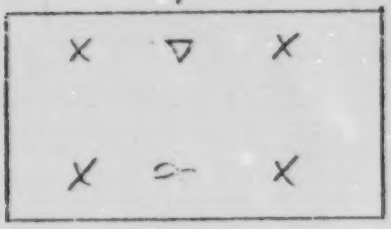


2

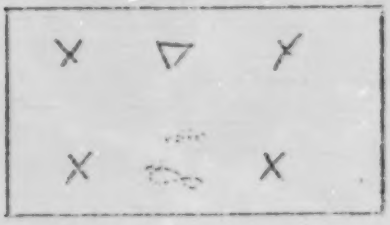
3



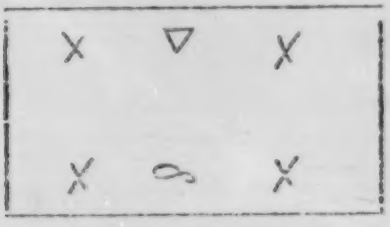
4



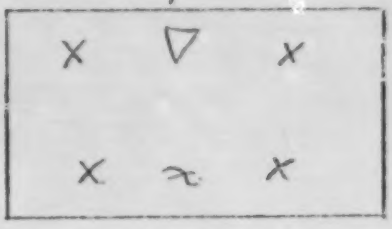
5



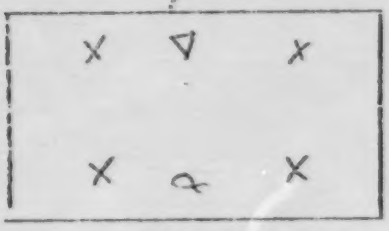
6



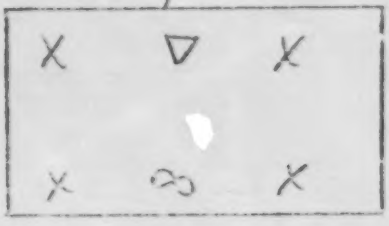
7



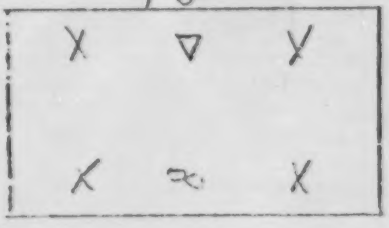
8



9



10



APPENDIX 11

Teaching Manual for the
PECE Live Observation Form

The purpose of the PECE Live Observation Form is to: (1) see how a teacher (T) and parent educator (PE) work together in planning a learning activity that will be used by a mother (M) and her child (C) as a home task; (2) see how the PE discusses and performs this task with a mother so that she can do the task with her child; and, (3) see how a mother and child work together. A videotape recording is made of each segment of the home visit cycle and each segment of the cycle is observed using one of the sections of the PECE Live Observation Form. Section A is used to observe the T and PE working together; Section B is used to observe the PE and M working together; Section C is used to observe the M and C working together.

Section A

General

Section A of the PECE Live Observation Form is used to observe teachers and parent educators working together planning a home visit. The session is divided into three segments: (1) discussion of last week's visit; (2) discussion of this week's visit; and, (3) performing this week's task. The three segments do not necessarily have to occur separately but are separated for ease in observation.

Procedure

There are two pages to Section A. Complete the top of the first page entering the date you are observing the VT recording. The first page refers to the discussion of last week's visit. This discussion can occur at any time during the entire planning session. The second page refers to the discussion

of this week's visit and the performing of this week's task. It would not be uncommon then to return to the first page several times or to start directly with the second page. Separate pages for this week's and last week's visit are for ease in observation only and do not necessarily mean that each visit should be discussed separately.

Item 1. If at anytime during the session the last home visit is mentioned, check "yes;" if not, check "no." The T and PE do not necessarily have to discuss the visit in any detail in order for this item to be checked. For example:

T: "How was your last visit to Mrs. Brown?"

PE: "All right."

T: "Good. This week we will use the Animal Task."

Item #1 would be checked "yes," even though the T immediately went on to discuss this week's visit. If, however, the T and PE continue to discuss the last visit record the item numbers of the PEWR that are mentioned. For example:

T: "Did he enjoy the task?" - PEWR item #42 would be listed.

T: "Did he have any difficulty with it." - PEWR item #45 would be listed.

T: "Did you ask the mother for any suggestions for a future task?" - PEWR item #61 would be listed.

NOTE: It is possible to have the "yes" checked and have no PEWR items recorded. Referring to the first example above, since the teacher never went on to discuss last week's visit, no PEWR items would be listed. However, it is not possible to have a PEWR item listed without the "yes" being checked.

Item 2.a Check if either the T requests or the PE reports any problems she encounted in teaching the last task. Please note that this question pertains

to only problems encountered in teaching the task material itself and not all problems encountered in the last visit. For example:

T: "Did you have any problems teaching this task to Mrs. Johnson?" - Item 2.a) would be checked "yes."

PE: "Mrs. Brown didn't understand what a 'set' was?" - Item 2.a) would be check "yes."

PE: "There was a lot of noise in the room during the session." - Item 2.a) would be checked "no."

Item 2.b) Check if either the T requests or the PE reports any possible variation that could have been used in teaching the mother because of a problem she was having in understanding the task material. This question is designed to see if the problems discussed in number 2.a) above were followed up by the T and PE discussing how the problem might have been solved. Therefore, this item, number 2.b) cannot be checked unless number 2.a) above is checked also. For example:

PE: "Perhaps she would understand what a 'set' is if we made a chart to illustrate it." - Item 2.b) would be checked "yes."

T: (Note: The last task concerned pets and the mother could not understand how an elephant could be a pet.) "Perhaps, you can explain to Mrs. Brown that in other countries, such as India, a boy could have an elephant as a pet."

Item 3. Check if the T or PE mention developing a task which uses a previous task as a basis. This question, if checked, indicates that when the T and PE plan future tasks they are using the material learned in prior tasks to teach new concepts. For example, T: "Because Johnny enjoyed this last task on direction perhaps we can make a task on reading maps as a follow up."

Item 6. A tally should be kept of the number of times the VT was turned off. This indicates that something that occurred during the session was not right. A space is provided to record when the VT was turned off, e.g., (1) as just before a role playing session or (2) after a bell rang.

Item 5. Space is provided for any comments which the observer might wish to note. He should put down anything that he feels will help in the analysis of this instrument. In other words, this space is used to mention anything which the observer thinks will not be shown by just looking at the instrument itself.

For example, if "a" is marked in number 7, below, he might wish to explain why there was no role-playing, such as the T talked exclusively in explaining the task and then had the PE talk exclusively in explaining the task back to her.

Role Playing

(a) An "a" should be recorded if there was no role-playing. This occurs if the T just tells the PE what to do, or if she just demonstrates what to do, or if she explains what to do and then has the PE explain it back to her.

(b) A "b" should be recorded when the T takes the role of the teaching one and the PE takes the role as the learner. They actually perform the task as the PE will do it when she takes the task into the home.

(c) A "c" should be recorded when the PE takes the role of the teaching one and the T takes the role of the learner. In other words, the PE acts as she will when she goes into the home and the T acts as the mother might act.

The letters should be recorded in the order of their occurrence. If there is an "a" there should be no other letter. Some examples are, but not limited to: "6", "c", "b-c", "c-b", "b-c-b", "c-b-c", etc.

Scoring - Whenever a behavioral category is done, a plus sign (+) should be marked in the appropriate column. If there was an opportunity to

do a behavioral category, but it was not done, a minus sign (-) should be placed in the appropriate column. If a behavior did not occur because there was no opportunity or it was inappropriate for the particular task, the space should be marked with a zero (0).

For example: If the T says "In this task we are going to look at pictures of places and talk about where you would like to go best", a plus (+) should be put in the "T does" column for "Gives brief overview of task."

If instead of the above the T immediately says, "Here are pictures, tell me about them." a minus (-) should be placed in both "Gives learner time to familiarize himself with task materials" and "Gives brief overview of task."

If the task does not contain any unfamiliar facts, concepts or jargon, then that space should be marked with a zero (0).

1. Does not read extensively from task sheet.

A plus is placed in this item if the participants do not read word for word from the sheet. However, occasional reference to the sheet is permitted and encouraged. But, if the directions for the task or examples are read directly as they are stated on the sheet, a minus is placed in the appropriate columns.

2. Gives brief overview of task.

The overview must occur at the beginning of the teaching of this week's task. This item is a brief statement of what the task entails and what is going to be done.

For example: T: "This task is called 'Where would you like to go.' We are going to look at several pictures and discuss what they are and what you like about the places they show."

Note: Just giving the title of the task is not enough to be an overview.

3. Gives the learner time to familiarize himself with the task materials.

This item includes describing the materials to the learner, allowing him time to look at time. If appropriate, allowing him time to pick them up and examine them. Usually, there will be a short period of silence in which the learner can acquaint himself with the materials. This item will also occur before the task is actually taught. In most cases, it will be just after the brief overview.

For example: After the T gives the brief overview above, she says, "Please take your time and examine these pictures and when you are through, tell me what is in each one."

4. Makes reference to learner's and/or child's personal experience.

A plus will be placed in this item whenever a reference is made to the learner's or the child's past experience.

For example: In a T-PE planning session: T: "Have you, Mrs. Johnson, ever visited a park like the one in this picture?"

or, PE: "The children will enjoy this task on pets as we just had a field trip to the zoo."

5. Comments on the appropriateness of task for a particular child.

This item will be marked when either the T or the PE remarks on why a task is good for a specific child as opposed to all the children in general. This item includes comment on why the task should be modified because of peculiar circumstances for a certain child.

For example: T: "Johnny, will like this picture of the playground as I know that the stops at one everyday on his way home from school."

or PE: "Perhpas I should leave this picture of a church out when I take the task to Omar's home as he is of the Islam faith."

Note: In most cases, a certain child will be referred to by name.

6.a) Gives reason for doing task.

A plus will be marked whenever a reason is given for why the task is being given. This reason may pertain to the class in general or to a specific child.

For example: T: "Today, we will plan a task which will give the children an opportunity to express themselves and to use complete sentences."

or PE: "This task gives the learner a good opportunity to use his multiplication tables."

6.b) If reason given, it is not remedial.

Once a reason is given, it should never be because the learner requires help in a particular area. Even if this is an underlying secondary reason for doing the task, a positive, primary reason should be given to the learner.

For example: T: "We will give this task to Johnny because he needs help with his reading." A minus is marked.

A better way to express this reason is:

"This task is designed to give Johnny a chance to utilize the reading skills he is learning in class." A plus is marked.

Note: 6.b) will be left blank unless 6.a) is marked. However, if 6.a) is marked, there must be a mark in 6.b).

7. Clarifies facts, concepts and "jargon" included in the task.

If there are any unfamiliar or technical terms included in the task content which the learner does not understand, these terms must be explained. A space is provided to record what the unfamiliar term was.

For example: T: "This task concerns sets. A set is a grouping of items into catagories according to some common characteristic."

A plus is placed in the appropriate column and the work "set" is written on the line.

Another example is: PE: "This task entails visual tracking."

If that is all that is said, a minus will be placed in the appropriate column and the term "visual tracking" is written on the line.

Note: That if there is no fact, concept, or jargon in the task material which needs to be clarified, this item will be left blank.

8. Relates this task to a previous one.

This item is marked with a plus when a past task is tied into the present

one. That is, the T shows how this task is in some way an extension of a previous one.

Note: However, that this is not the reason for doing the task.

For example: T: "Since the last task Johnny did was on counting, this week's task will be on addition."

9. Details Procedures.

This item occurs when step-by-step directions of what is to be done, or what is done is given. To detail procedures might take the place of number 2, a brief overview, if it is done at the beginning of the task. However, unlike the brief overview, procedures might be detailed at anytime during the task.

For example: T: "First you will look at the pictures, then I will ask you to describe them, then I will ask you to pick two which you like then..."

10. Details Questions.

This item occurs, when specific questions to be asked are given. The actual wording of the question must be given and not just a general direction to ask a certain kind of question.

For example: T: "Ask him, 'Which of these pictures do you like the best?' Then ask him, 'Why do you like this picture?' Then ask him, 'Where have you seen a place like this?'"

However Not T: "Be sure to ask him questions about these pictures which have more than one right answer." A plus would not be marked in this case.

11. Extends task.

This item refers to any directions which were not originally included in

the task and on the task sheet.

Note: That a task can always be extended in some way.

For example: T: "When Johnny finishes with these pictures, he may keep them and color them and perhaps write a sentence underneath each picture describing it."

or PE: "Maybe when he is done with these pictures, he can look through some magainzes and find other pictures of places he would like to visit."

12. Mention PAC or Parent Activity.

The parent should always be reminded of upcoming PAC meetings, last PAC meeting should be discussed, any comprehensive services which the family is qualified for should be mentioned.

13. Invites to Classroom.

This item entails more than just saying T: "Have Mrs. Jones visit us sometimes" or PE: "Please feel free to drop in on the class." A definite time and date should be made for the parent to visit. T: "Be sure to invite Mrs. Jones to come to the school next Thursday." or PE: "Mrs. Brown has Wednesday morning free and I will ask her to observe the class then."

14. Creates a "What if" situation.

This item only occurs when the teaching one and the learning one discuss how the task will be taught to a third person. This item will be checked when a hypothetical situation is created and possible solutions to the hypothetical are discussed between the T and L.

For example: T: "What will you do if Johnny does not want to read from this book?"

or PE: "What should I tell Mrs. Brown if she does not understand how an elephant may be a pet?"

Note: That these "What if" situations are only hypotheticals dealing with teaching the task to someone else and not all hypotheticals.

15. Elicits Questions from the Learner.

In this item, the T encourages the learner to ask questions. That is, he creates a situation in which the learner feels free to ask questions and in which all sincere questions are welcomed.

For example: T: "Do you have any questions concerning this task?"

or T: "Is there anything about this game which you do not understand?"

PE: "Yes, why are there only four correct combinations?"

Note: That this item is not for when the L asks questions. The T must initiate the situation in which the L asks questions; that is, he must prompt the question from the learner.

For example: PE: "Why am I solving this task?"

Although the L asked a question, the T had done nothing to elicite it; therefore, this item would not be marked.

16. Asks questions that have more than one correct answer.

This item is marked when the one acting as T asks a question which require some thought before answering. These are known as "open-ended" questions which lead to one integrated interaction and involves the learner more fully in the interaction.

For example: T: "What do you like about this picture?"

or T: "Why do you think birds fly south in the winter?"

These questions may be answered in many ways.

A situation where this item should not be checked is:

T: "What color is that chair?"

PE: "Blue."

The chair is only one color and therefore there was only one correct way to ask this question.

Note: That this item never includes "yes" and "no" questions.

17. Elicits more than one-word answers from the learner.

This item is marked when T ask a question which requires the L to use either phrases or sentences in answering. Therefore, this item is never marked for "yes" and "no" questions.

For example: T: "What can you tell me about these pictures?"

or T: "Why do you like to do on rainy days?"

An example of a "one-word" answer which would not be included in this item is:

T: "What color is that block?"

PE: "Red."

18. Encourages the learner to enlarge upon responses.

This item is marked when the T prompts the L to expand on an answer that he has previously given. He encourages the learner to elaborate on what he has said.

For example: T: "Tell me more about these pictures."

or T: "What else do you know about these animals."

or PE: "Plants need sunlight to grow."

T: "Well, why do you think they need sunlight."

19. Encourages learner to use complete sentences.

This item is marked when the T prompts the L to respond in complete, subject-predicate sentences rather than with one-word or short phrase responses. Usually the way the question or command is phrased will determine how it will be answered.

For example: T: "Tell me about the zoo?"

PE: "Well, there are lots of animals there. My favorite ones are the monkeys and the lions."

If the T had asked:

T: "What animals are in the zoo?"

The PE most likely would have responded.

PE: "Monkeys, lions, and tigers."

The former way of phrasing the question more easily leads to the use of complete sentences than the latter.

20. Praises the learner when he does well or even takes small steps in the right direction.

This item is marked when the T lets the L know he is doing well, or has answered correctly. Usually the praise is only a short word or phrase such as:

"Good" "fine" or "that's right" However, it can be a long elaborate praise such as:

T: "That's very good, Johnny, very, very, good. My you are a smart boy."

Note: That for the purposes of this observation schedule, no determination is made as to whether the praise is artificial sounding; that is, as though the T did not really mean it, or not. If any sort of attempt is made to praise, this item will be recorded.

21. Lets the learner know when he is wrong, but does so in a positive or neutral manner.

This item is marked when the L gives an incorrect response and the T corrects him but without criticism or sarcasm. The T should never say,

"No, that's wrong."

Instead, a better way of correcting is to say, "Are you sure?"

"Would you like to do that again?"

"Lets think about that a little more."

for example:

T: "What color is this block."

L: "Red"

T: "Lets book at it again."

L: "Blue."

This method of correcting is superior to the T saying:

T: "No, that block is blue."

22. Gets the learner to evaluate or make judgments or choices on the basis of evidence and/or criteria rather than by random guessing, chance, luck, authority, etc.

This item is marked when the T invites the L in a situation where he is required to examine certain facts or evidence and deduce a proper answer. That is, the L must give reasons for or cite evidence for his response.

For example: T: "Why do you think Billy will like this picture of swings."

PE: "Because I know that everyday after school he goes to the playground."

In the above case, the PE has given her response on the basis of criteria. Another example is:

The T brings in a task on different types of tastes (i.e., sweet, sour, salty.) She has the L taste a lemon (sour) a piece of candy (sweet) and some salt (salty). She then gives the L an artichoke and asks him to determine what it tastes like using the tastes she just sampled as a basis. This item is divided into two categories (weak and strong). The weak category is marked when the T makes an attempt to do this item but does not carry it through.

For example: In the tasting task above T: "What type of taste does this piece of cake have."

PE: "Sweet."

T: "Good."

This is weak.

In contrast, a "strong" is marked when the T does follow through on this item and has the L pinpoint the exact, evidence or criteria which was used.

For example: T: "What type of taste does this cake have."

PE: "Sweet."

T: "Good, how do you know that?"

PE: "Because it is similar to the piece of candy."

23. <u>Gives the learner time to think about the problem; not to quick to help.</u>

This item is marked when the T encourages the learner to think before proceeding. For example, when the learner is stumped, the T pauses a short time to allow the L to think about the problem. The T may then suggest alternatives or ask additional questions rather than providing the answer.

For example: T: "Why does this block belong with these blue ones?"

L does not respond. T gives the L time (a few seconds) to think about the problem. Then says:

T: "Well, what color is this particular block?"

APPENDIX 11
Section A

Teacher-Parent Educator Planning

Community _____ Teacher _____

PE _____ Coder _____ Date _____

1. Was last week's visit mentioned? Yes _____ No _____

   If yes, write the numbers of the items on the PEWR that were used in reviewing the last home visit.

   _____ _____
   _____ _____
   _____ _____
   _____ _____
   _____ _____

2. a) Problems in teaching task to mother Yes _____ No _____

   b) Alternative teaching styles which could have been used to improve delivery Yes _____ No _____

3. Some future task or task idea based on feedback from last week's task Yes _____ No _____

4. Number of times VT turned off and on during session _____

   When: _____

5. Comments: _____

   _____

Role Playing
a) No role playing
b) T as T, PE as L
c) PE as T, T as L

order of occurrence_____

		T Does	T Tells PE	PE Does	PE Tells T
1. Does not read extensively from task sheet					
2. Gives brief overview of task					
3. Gives the learner time to familiarize himself with the task materials					
4. Makes reference to learner's and/or child's personal experience					
5. Comments on appropriateness of task for particular child					
6. Gives reason for doing task If reason given, it is not remedial					
7. Clarifiys facts, concepts and "jargon" included in the task_____					
8. Relates this task to previous one					
9. Details procedures					
10. Details questions					
11. Extends task					
12. Mentions PAC or parent activity					
13. Invites to classroom					

	Discuss	T Does	T Tells PE	PE Does	PE Tells T
14. Creates a "What if" situation					
15. Elicits questions from the learner					
16. Asks questions that have more than one correct answer					
17. Elicits more than one-word answers from the learner					
18. Encourages the learner to enlarge upon responses					
19. Encourages learner to use complete sentences					
20. Praises the learner when he does well or even takes small steps in the right director					
21. Lets the learner know when he is wrong Does so in a positive or neutral manner					
22. Gets the learner to evaluate or make judgments or choices on the basis of evidence and/or criteria, rather than by [weak random guessing, chance, luck, [strong authority, etc.					
23. Gives the learner time to think about the problem not too quick to help					

Parent Educator-Mother Session

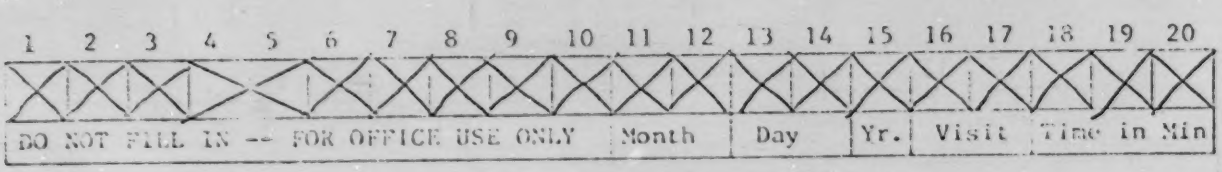
1971-1972 Form
Parent Educator Weekly Home Visit Report
(Please Print)

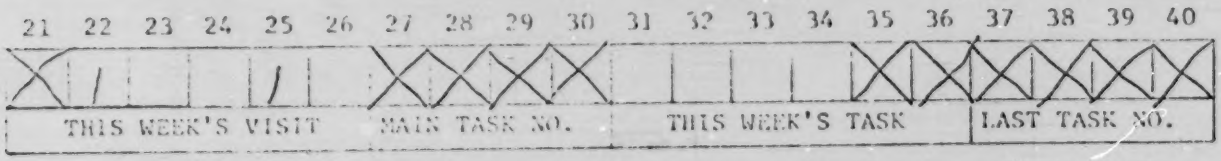
Name: Parent first last Child first last

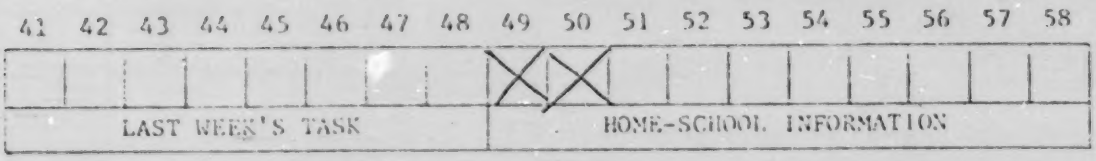
City Child's Sex Race

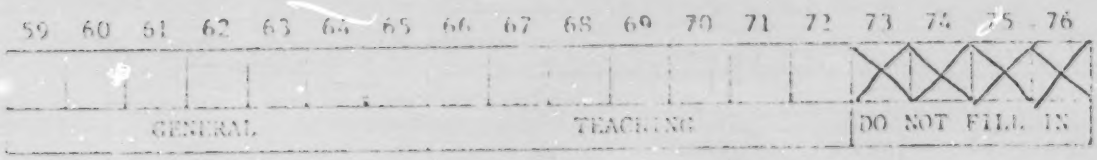
Teacher School

Parent Educator









Comments	Role Playing a) No role playing b) PE as T, M as L c) M as T, PE as L order of occurence_____	PE Does	PE Tells M to Do	Mother Does
1. Does not read extensively from task sheet.				
2. Gives brief overview of task.				
3. Gives learner time to familiarize himself with the task materials.				
4. Makes reference to learner's and/or child's personal experience.				
5. Gives reason for doing task. Not remedial.				
6. Clarifies facts, concepts and "jargon" included in the task.				
7. Relates to previous task.				
8. Details procedures.				
9. Details questions.				
10. Extends task.				
11. Gives "what if" situations.				
12. Elicits questions from the learner.				
13. Asks questions that have more than one correct answer.				
14. Elicits more than one-word answers from the learner.				
15. Encourages the learner to enlarge upon responses.				
16. Encourages learner to use complete sentences.				
17. Praise the learner when he does well or even takes small steps in the right direction.				
18. Lets the learner know when he is wro... Does so in a positive or neutral manner.				
19. Gets the learner to evaluate or make judgement or choices on the basis of evidence and/or criteria etc.	Weak Strong			
20. Gives learner time to think about the problem not too quick to help.				
21. Number of times VT turned off and on during session			When:	

An Instructional Manual
for the
PECE
Reciprocal Category System

The PECE RCS consists of ten verbal categories, each of which can be assigned to either mother or child talk, and five categories for other possible events. When verbal behavior is observed as mother talk, its category number is recorded as a two digit number (00 through 09). In contrast, when verbal behavior is observed as child talk, its category number is recorded as a parallel two digit number (11 through 18). Some of the verbal categories have been combined for child talk; consequently there are ten mother talk categories, eight child talk categories and five general categories for a total of twenty-three categories.

Procedure: Coding is done on the RCS Observer Record. The information at the top is obtained from the audio-tape label. The eight boxes in the upper left corner are to be left blank. (The keypunch operator uses them later.) A category number is coded at least every three seconds. All interactions, though, are coded regardless of length or brevity. If a behavior continues for some time, it is only coded once every three seconds. However, if the behavior changes before three seconds, every behavior is coded.

APPENDIX 11

PLCE - RCS

Category No. Assigned to the "Teacher"	Description of Verbal Behavior	Category No. Assigned to the "Learner"
00	Praises: Praises or encourages the action, behavior, comments, ideas, and/or contributions of the other.	10
01	Accepts: Accepts the action, behavior, comments, ideas, and/or contributions of the other.	11
02	Questions (Amplification): Asks for clarification of the behavior, comments, ideas and/or contributions of the other. Requires verbal response.	12
03	Questions (Closed): Asks a question or requests information with the intent that the other should answer verbally. This type of question usually has one correct answer. Requires a verbal response.	13
04	Questions (Open): Asks a question or requests information with the other should answer verbally. This type of question usually has more than one acceptable answer. Requires verbal response.	14
05	Responds: Gives direct answer or response to questions or requests for information that are initiated by the other; includes answers to ones own questions.	15
06	Initiates: Presents facts, information, and/or opinion concerning the content, subject, or procedures being considered that are self-initiated; expresses ones own ideas; lectures (includes rhetorical questions -- not intended to be answered).	16
07	Directs: Gives directions, instructions, order, and/or assignments to which another is expected to comply.	17
08	Corrects: Tells the other that his answer or behavior is inappropriate or incorrect.	18
09	Rejects: Rejecting or criticizing the behavior, opinion, or judgment of the other; bawling out someone.	19
20	Machine Click: Tape recorder being turned off and on.	
30	Silence: Pauses or short periods of silence.	
40	Other Verbal Behavior: PE talking; other child talking; or mother talking to PE, other child, or herself.	
50	Machine Actions: Beginning of tape, end of tape and tape being turned over.	